DOCUMENT RESUME

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ABSTRACT

This curriculum guide was designed to motivate students to read, write, talk, and listen by reacting to actual experiences which they have encountered. The guide is divided into three major sections: English Curriculum for Grade Nine, English Curriculum for Grade Ten, and The Basic Language Arts Skills Plan. The first section discusses such topics as short stories, novels, drama and public speaking, poetry, writing, and grammar. The second section discusses such topics as symbolism and figures of speech, evolution and language, driving and responsibilities, law, journalism, composition, mythology, mystery, suspense, grammar, spelling, and vocabulary. The third section discusses such topics as humor, speech, ethnic literature, war, decision making, science fiction, self-identity, creative writing, drama, short stories, grammar, and business language. (TS)

Pulaski High School
Pulaski, Wisconsin

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ED 102 571

THE ENGLISH RESOURCE CENTER

The Philosophy of the English Resource Center

The center is a learning situation for a student. By providing a friendly, pleasant, relaxing atmosphere, the student is challenged by literary resource material pertinent to his particular English course or his field of literary interest.

The supervisor of the center should be willing to interact with the students and give of himself to interest, challenge or participate with the students in an educational game or a discussion of import (not always concerning English, however). The supervisor should be a tool used by the student to aid the student in discovering the broad spectrum that English has and discovering where he, the student is in the society about him.

The Objectives of the English Resource Center

1. Given material in the English Resource Center that supplements classroom learning experiences, the student will read, discuss, or write about the materials' worth within the English Resource Center.

2. Assuming a pleasant environment conducive to learning is established, the student will assume the responsibility and maturity to independently discuss, study, and learn. This objective can be evaluated by observing the students working alone or in groups or by having the English Resource Center supervisor become involved with the various learning activities in which the students are engaged.

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THE ENGLISH CURRICULUM

The Philosophy of the New Curriculum

Trends in modern English curriculum are many. One major trend is to provide for remedial students. Another is to provide for college preparatory students. These trends are excellent rewards for particular schools and their problems.

However, Pulaski High School is not a type of system than can be placed into a slot and be given a new English curriculum fitted for the needs, problems, and objectives of a school with a student population of 800. Do we need an English program for the enrichment of remedial students or college preparatory students or what?

We need a curriculum that pays heed to the characteristics of the community and its school population. We need a curriculum that is practical and palatable for students:

1. Who can read but do not read the classic, Silas Marner.
2. Who can write but do not see any reason to write a character sketch of Scrooge.
3. Who can speak but cannot see any advantage in participating in a panel discussion on Elizabethan culture and literature.
4. Who can listen but are put to sleep by the analysis of the romantic aspects of a poem by Wordsworth.

In short, Pulaski High School must generate an English curriculum which demonstrates the practical need for the student to have the ability to read, write, speak, and listen in order to communicate in contemporary society.

In what ways can we demonstrate the practicality of those objectives? We must use the world as the students see it. We must motivate them by using what they do, say, write, listen to, and read. In other words, we must find new sources to motivate students to recognize the importance of English in the modern world. These new sources are television, movies, magazines, radio, newspapers, and paperbacks.

By using these new sources, the students will be motivated to look, read, speak, and write because they will be reacting to actual experiences they have encountered or will encounter in their lives. This motivation emphasizes the practical aspect of the new curriculum. Pulaski students will have contacted society and will have seen the practical aspect of English in action in their English courses while still in school. The transition, then, from high school to the world is accomplished more effectively.

To aid this transition, we need a curriculum that can change as the students change. Neither teachers nor a curriculum should be held down because textbooks have to be used for at least four years. By using a multi-media approach, we would be able to economically change course context as the students change. We should also be able to create new courses as needed and omit courses deemed obsolete or not motivational. Succinctly, the curriculum has to be adaptable for student differences.

In conclusion, if we create a curriculum that is practical, palatable, and adaptable for the students at Pulaski High School, we will have students willing to participate in their education. We will also have conscientious, hard-working, and dedicated English teachers because it takes excellent teachers to work for these goals and create such a curriculum.

ENGLISH CURRICULUM - GRADE NINE

General Objectives for English Nine

The ninth grade English program is a well-balanced approach to the language arts. It is designed to make use of various approaches while at the same time providing the individual teacher with the freedom to emphasize the particular approach he prefers. The general objectives for the course are to:

1. Have the students recognize that they should become better and more discriminating readers. II

2. Identify the habits of good reading. I

3. Have the student demonstrate specific skills in the arts of writing, speaking and listening. III

4. Form generalizations concerning the social and ethical situations found in literature. IV

5. Accumulate a selected sight and auditory vocabulary throughout the school year. I

6. Develop skills in analyzing and interpreting literature. V

7. Promote individual thinking and logical organization on varied subject matter. III

8. Have the student analyze what he reads in relationship to other things he has read and experienced. IV

9. Expand the student's awareness of his cultural environment. II

10. Emphasize the significant position grammar and usage occupy in our lives. II

11. Foster the development of self-discipline and the independent pursuit of knowledge. III

12. Make reading attractive enough that the student will pursue it as a leisure activity on his own. III

13. Have students remedy, on an individual basis, their special weaknesses in language arts. III

14. Provide an opportunity for students to pursue in depth special interests related to language arts. II

15. Have students participate in enjoyable, success-bringing learning activities which are especially relevant to their anticipated goals or immediate life situations. III

16. Develop word attack skills. I

17. Have students participate in positive, creative outlets in order to facilitate the overcoming of negative self-concepts which tend to manifest themselves as a general negative attitude toward society and authority. III

18. Evaluate the film's relation to literature. VI

19. Utilize effectively the resources of the library and the services of the librarian. III

20. Develop comprehension in reading at the literal level. II

Unit I - Short Story
Specific Objectives and Sources

1. Develop comprehension in reading at the literal level. V

2. Expand and encourage reading for pleasure. II

3. Present motivating materials for each student at his reading level. IV

4. Participate in expanding the limits of the student's reading interest areas and the depth of perceptions within these areas. III

5. Demonstrate skills in analyzing and interpreting literature. III

6. Apply all skills studied in class to reading in other classes. III

7. Make inferences and generalizations about life through the medium of the short story. V

8. Gain an appreciation of literature as a reflection of cultural influences, characteristics of people, geography of nations, and philosophies of each group. II

9. Identify the four basic elements of plot, characterization, symbolism, and theme in the short story. I

10. Evaluate the techniques of the short story writer. VI

11. Write a short story utilizing techniques discussed in class. III

Short Stories

The Adventure of the Speckled Band - Sir Arthur Conan Doyle
The Cast of the Amontillado - Edgar Allen Poe
Bargain-A. B. Guthrie, Jr.
The Most Dangerous Game - Richard Connell
The Underground Episode - Edmund Ware
The Life and Death of a Western Gladiator - Charles G. Finney

After You, My Dear Alphonse - Shirley Jackson
The Necklace - Guy deMaupassant
Indian Burial - Dean Daner
The Scarlet Ibis - James Hurst
A Reading Problem - Jean Stafford
The Third Ingredient - O. Henry
By the Water of Babylon - Stephen Vincent Benet
The Fifty-first Dragon - Heywood Brown
The Slip-over Sweater - Jesse Stuart
Raymond's Run - Tom Cade
The City - David Ignatow
Killer Shark - Willard Price
People of the Third Planet - Dale Crail
The Sidewalk - Steve Allen
Young Man in Vietnam - Charles Coe
Irv Radloff - E. E. Wuehle
The Giraffe - Maruo Senesi
You Better Bee-Leave It - Nancy Malone
The Cell - Martin Raim
Gonna Make A Million Someday, That Boy Is - Jean McCard
The Public Hating - Steve Allen
Samuel - Grace Paley
Small Accident - Richard Levinson & William Link
I See You Never - Ray Bradbury
The Love Test - Katherine Eason
A Name on the Wall - Robert Marmorstein
Who Needs Amy Hoffer? - Harriet Frank, Jr.
The Wise and the Weak - Philip Aponte
Catalogue Girl - Jesse Stuart
Look Out for Johnny Tucker - John Hawkins
Escape to the City - Gordon Woodward
Christmas: A Gift From the Heart - Norman Vincent Peale
A One Record Collection - M. Goldfarb
Heart and Hands - O. Henry
The Shadow - Kathleen R. Smith

Also short stories from Adventures for Today, Mid-Century (A paperback anthology of distinguished contempary American short stories)

Unit II - Novel
Specific Objectives and Sources

1. Discuss literature as a medium of truth. III

2. Expand the student's literary horizons while developing in him sensitivity and taste in the selection of literature. II

3. Evaluate the literary techniques of some of America's most outstanding writers. VI

4. Develop a sensitivity to fine literature as a mirror of life. V

5. Demonstrate the ability to perceive the relationship of an author's life and era to his work and to see him as a human being like the student himself. IV

6. Locate specific literary devices used in literature to create sensory impressions. I

7. Recognize American literature as a reflection of American life and ideals and to help the student come to grips with the problems of establishing his identity within that framework. II

8. Make the student more sensitive to the sufferings of others and to the injustices wrought by bigotry and selfishness. VI

9. Recognize quality literature and explain reasoning. IV

10. Develop skills in comparison and contrast in oral and written analysis and synthesis. V

11. Compare and contrast the novel with the short story. VI

12. Develop discrimination and taste in literary selections. V

Novels

The Bad Seed - William March
The Outsiders - S. E. Hinton
The Contender - Robert Lipstye
The Pigman - Paul Zindel
Tuned Out - Maria Wojciechowska
Ox: The Story of a Kid at the Top - John Ney
Old Yeller - Frederick Benjamin Gipson
Johnny Tremain - Esther Forbes
Tomboy - Hal Ellson
Lisa, Bright and Dark - John Neufeld
The Portrait of Jennie - Robert Nathan
To Kill a Mockingbird - Harper Lee
Nobody Waved Goodbye - Elizabeth Haggard
That Was Then, This Is Now - S. E. Hinton
Don't Take Teddy - B. S. Barstad
Flat Out - W. E. Butterworth
The Boy Who Could Make Himself Disappear - Ken Platt
Just Dial a Number - Edith Maxwell
Of Mice and Men - John Steinbeck
The Sound of Summer Voices -
The Big Wheels - William E. Huntsberry
Black Like Me -J. H. Griffin
Karen - Killilea
The Raft - Trumbull
I Am Fifteen and I Don't Want to Die - C. Arnothy
The Little Prince - Antoine de Saint Erupery
Edgar Allan - John Neufeld
The Year of the Jeep - Keith Robertson
Tom Sawyer - Mark Twain
Huckleberry Finn - Mark Twain
Call of the Wild - Jack London
Around the World in Eighty Days - Jules Verne
Captains Courageous - Rudyard Kipling
Lorna Doone - R. D. Blackmore
David Copperfield - Charles Dickens

Unit III - Drama and Public Speaking
Specific Objectives and Sources

1. Expand voice development with special emphasis on clarity, tone, pace and variety of delivery. II

2. Develop in the student a keen sense of observation of other people's actions, mannerisms and vocal melody patterns. V

3. Identify the problems and solutions in producing a skit. I

4. Promote individual thinking and logical organization on varied subject matter. V

5. Broaden the student's knowledge in listening and speaking. II

6. Collect and research influential speeches. III

7. Demonstrate the ability to apply the speakers' techniques in a classroom situation. V

8. Evaluate student speeches and give oral comments. VI

9. Increase the creative power of the individual and discourage the feeling of inferiority. II

10. Analyze the techniques and mannerisms of current public speakers. IV

11. To develop in the student those skills in reading and critical analysis needed to enjoy Shakespeare's art. V

12. To analyze Shakespeare's plays as a source of profound insight into the nature of man and consequently into oneself. IV

Dramas

Tragedy in a Temporary Town
Dino
The People Next Door
The Christmas Necklace
Who Gets the Car Tonight?
A Certain Just Man
Butch Cassidy and the Sundance Kid
The Valiant
The Final War of Olly Winter
The Haircut
The Family Nobody Wanted
Tribes
Brian's Song
The White Cane
Knock on Any Door
Julius Caesar

Unit IV - Poetry

Specific Objectives and Sources

1. Develop the students' appreciation of the value of poetic communication in all media. V

2. Recognize poetry as a medium for expressing innermost hopes, dreams and fears. II

3. Identify the influence of poetry in the immediate environment such as political speeches, popular songs, advertisements. I

4. Evaluate some of the poetical devices used in the poet's craft. VI

5. Analyze the lyrics of popular songs which the students choose. IV

6. Compare and contrast the techniques of a contemporary poet to that of an established poet. VI

7. Make inferences about the author and his message to the readers. IV

8. Collect information about poets being studied. III

9. Collect and record poems which have a special significance to the students. III

10. Present the results of student projects to the class. III

Poetry

Could Be - Langston Hughes
nobody loses all the time - e. e. cummings
The City - David Ignatou
One Poem on War - Hanigman
The First - Lucille Clifton
Two Reactions to Black - Linda Peterson & Ned Brown
The Skeptic - Ruby Luse
Stranger in Town - Martin P. Abramson
Let America Be America Again - Langston Hughes
Do You Hear the Forces of the Wind - Hamlin Garland
A Man's-Length Shadow
The Ex-Basketball Player - John Updike
Gunda Din - Rudyard Kipling
Allen-A-Dale - Sir Walter Scott
The Flute - Wilfrid Gibson
The Courage That My Mother Had - Edna St. Vincent Millay
The Poet at Seven - Donald Justice
Melora Vilas - Stephen Vincent Benet
The Ballad of William Sycamore - Stephen Vincent Benet
The Whipping - Robert Hayden
God's World - Edna St. Vincent Millay
A Wanderer's Song - John Masefield
Barter - Sara Teasdale
A Young Birch - Robert Frost

The Daffodils - William Wardsworth
Stars - Sara Teasdale
Central Park Tourney - Mildred Weston
Fog - Carl Sandburg
Wind Song - Carl Sandburg
The Skaters - John Gould Fletcher
A Winter Lyric - Louis Untermeyer
Dust of Snow - Robert Frost
We Never Know How High We Are - Emily Dickinson
Chartless - Emily Dickinson
Journey by Night - Alfred Noyes
The Fool's Prayer - Edward R. Sill
Polonius' Advice to Laertaes - William Shakespeare
A Man Saw a Ball of Gold in the Sky - Stephen Crane
Grass - Carl Sandburg
There will Come Soft Rains - Sara Teasdale
At Woodward's Gardens - Robert Frost
Man-Made Satellite - Louis Ginesberg
The Secret of Mars - John Gould Fletcher
Thirteen O'Clock - Kenneth Fearing
The Witch - Sara Henderson Hay
The Rime of the Ancient Mariner - Samuel Taylor Coleridge
The Kennedy Wit (record)

Selected poetry from:
A Gift of Watermelon Pickles
100 Great Poems (from Chaucer to Dylan Thomas)
Poetry Festival (Wm. Shakespeare to Robert Frost)
The Sky, The Earth and The Sea, - Rod McKuen (album to accompany poetry.)

Unit V - Writing
Specific Objectives and Sources

1. Identify three basic types of writing: description, narration, and exposition.

2. Demonstrate the students' ability to understand what an author says and how he puts his ideas together. V

3. Recognize faulty sentence structure and be able to correct it. II

4. Expand the use of more vivid language in writing. II

5. Organize thoughts and ideas on paper. V

6. Express individual creativity in writing. II

7. Identify effective and artistic writing techniques which aid in writing. I

8. Participate in reading literature of many types not only as sources of ideas, but as models of literary expression. III

9. Draw conclusions and make inferences from literature. IV

10. Demonstrate the ability to develop a topic sentence. V

11. Locate the main purpose in an article. I

12. Summarize and paraphrase written material. II

13. Prepare a criteria by which the student can more objectively evaluate the work done by himself and his peers. III

Lesson I Writing an objective description
Model: Mark Twain in "The Autobiography of Mark Twain"

Lesson II Supporting a main impression/reading impressionistic description.
Model: Thomas Wolfe in "Of Time and the River"

Lesson III Using sensory details
Model: Stephen Birmingham in "The New England Prep School"

Lesson IV Recognizing an unstated impression/suggesting an impression.
Model: Sally Benson in "After the Ball"

Lesson V Understanding what narration is/relating events in chronological order.
Model: Robert Trumbull in "The Raft"

Lesson VI Using details in a narrative
Model: Willa Cather in "My Antonia"

Lesson VII Using dialogue in a narrative
Model: Hal Borland in "The Dog Who Came to Stay"

Lesson VIII Recognizing structure in a narrative/writing an organized narrative.
Model: Moss Hart in "Act One"

Lesson IX Developing an idea into a paragraph
Model: From "The Enlightened Way"

Lesson X Organizing details in a paragraph
Model: Walter Harding in "The Days of Henry Thoreau"

Lesson XI Developing an idea with examples, description and narration.
Model: Sally Carrighar in "Wild Heritage"

Lesson XII Writing an introduction, a body and a conclusion
Model: From The New York Times

Lesson XIII Explaining a direction, technique, process
Model: S. I. Hayakawa in "Language in Thought and Action"

Lesson XIV Writing a unified composition
Model: Alan E. Nourse, M.D. in "So You Want to be a Nurse"

Lesson XV Developing a main idea with reasons
Model: Allan Nevins and Henry Steele Commager in "America: The Story of a Free People"

Lesson XVI Writing a cause-and-effect composition
Model: Anne Terry White in "Lost Worlds"

Lesson XVII Understanding comparison and contrast/writing a comparison.
Model: Mabel B. Casner and others in "Story of the American Nation"

Lesson XVIII Understanding definition and analogy/writing an extended definition.
Model: Andrew Bluemle in "Automation"

Lesson XVIX Writing an analysis
Model: James Ertel in "School Elections"

Lesson XX Analyzing a book review/writing a summary

Unit VI - Grammar and Word Attack Skills
Specific Objectives and Sources

1. Develop and increase oral and written vocabulary. V

2. Recognize context clues in written materials. II

3. Label prefixes, suffixes, word families and roots, homonyms synonyms and antonyms. I

4. Define and use correctly: I
   a. parts of speech and verbals
   b. parts of the sentence
   c. sentence and clause
   d. complete sentences
   e. agreement of subject and verb
   f. pronoun usage
   g. adjective and adverb usage
   h. verb usage
   i. capitalization
   j. end marks and commas
   k. quotations
   l. the apostrophe

5. Demonstrate knowledge of syllabication in spelling. III

Sources:

Guide to Modern English (9)
The Macmillan English Series (9)

Supplementary Sources:

Scholastic Scope Magazine
Scholastic Action Series
Scholastic Contact Series
Utilization of the library
a. Dewey Decimal System
b. Card catalogue
c. Reference materials.

ENGLISH CURRICULUM - GRADE TEN

The sophomore curriculum was developed so that incoming teachers would not find a difficult situation. The curriculum is a collection of all the materials, ideas, and resources of the sophomore teachers, and is divided into thirteen individual units. The teachers can be very flexible and they can work together on each unit. In putting these individual units together care was taken not to infringe on freshman, junior and senior course resources so there would be no duplication of reading materials or assignments.

The teacher can adjust the units to the type of class he has. These units were constructed for slow, average and advanced students. Some of these units can overlap and can be used two or more at one time. Grammar and vocabulary can be taught as one unit or they can be taught throughout the year.

A basic text is not used in this curriculum. Many paperbacks and the basic texts are used as resource materials. We also use Voice or Scope magazines as resource material.

The curriculum is set up for the student. Each unit is used to teach the four basic communication skills. Relevancy is a key work in this curriculum. Attitudes, behaviors and moral issues are stressed. Prejudices, the generation gap, drug abuse, driving and other teen-age problems are emphasized. With these are also emphasized vocabulary, spelling, figures of speech, plot structure, conflict, writing and other important facets of English.

Areas to be covered:

1. Symbolism and Figures of Speech
2. Evolution of Language
3. Driving and Responsibilities
4. The Law
5. Journalism
6. Composition
7. Adventure
8. Generation Gaps and Prejudice
9. Mythology
10. Mystery and Suspense
11. Grammar
12. Spelling and Vocabulary
13. Poetry

General Objectives:

1. Identify the figures of speech, symbols and other clues used by writers in their works. I

2. Interpret the ideas of authors after reading their works. II

3. Discuss the types of literature and their importance. III

4. Form generalizations as to how language developed. IV

5. Participate in group work which will help one understand the importance of language and communicative skills. III

6. Develop a good working vocabulary and spelling skills. V

7. Write an original composition employing studied techniques for effective construction of one's thoughts. V

8. Compare and contrast the works of various authors and poets. VI

9. Evaluate one's reactions to characters and ideas in print. VI

10. Develop grammar skills for effective oral and written communication. V

1. SYMBOLISM AND FIGURES OF SPEECH

A. Specific Objectives

1. Identify, after reading various works of literature and studying the various forms, such figures of speech as the metaphor, simile, personification, and alliteration. I

2. Interpret the importance and meaning of symbols such as those found in short stories and novels (The Pearl or the "Monkey's Paw")

3. Discuss the writer's benefits in using figures of speech in order to color and clarify his ideas in his various works. III

4. Write an original story employing symbols and all the figures of speech studied. V

5. Analyze one another's (fellow classmate's) original story. IV

6. Compare and contrast several authors and the effectiveness of the symbols and figures of speech they used. VI

7. Analyze other authorial techniques such as foreshadowing, prophecy, denotation, connotation. IV

8. Recognize the use of symbols in company brand names, politics, traffic signs, and sports. II

B. Materials

1. Filmstrips
2. The Pearl - movie and novel
3. Company symbols - Sealy, etc.
4. Political symbols
5. Symbols - part of our daily lives
6. "The Telltale Heart - Bavi Films
7. "The Monkey's Paw"
8. "Encounter in Illinois"
9. "The Interlopers"
10. "Footfalls"
11. "The Invisible Man"
12. "The Dragon"

C. Suggested Activities

1. Write a story employing symbols and all figures of speech.

2. Work in groups comparing and contrasting the works of several authors.

3. Analyze one another's original stories.

4. Locate symbols in magazines and newspapers.

5. Text: Exploring Life Through Literature.

2. EVOLUTION OF LANGUAGE

A. Specific Objectives

1. Trace the origin of the English language. II

2. Explain how sound is produced. II

3. Explain the role morphemes and phonemes play in linguistics. II

4. Present original single action and group action pantomimes. III

5. Discuss the different levels of English - standard and non-standard. III

6. Label examples of jargon, dialects and slang. I

B. Materials

1. My Fair Lady and sound track
2. Miracle Worker
3. Eye Gate filmstrips on "Origin of Language"
4. Recordings of Middle English and Transitional English
5. The Story of My Life by Helen Keller - movie
6. Alphabet Conspiracy
7. Mimeographed copies of the following:
   Voice Magazine - February 1, 1971, "What Words Can Do"
   Ghetto Slant Test
   "Japlish"
   "Dictionary of Charlestonese"
   "We Speak the Same Language"
   "Derivation of New Words"
   "Trucker Lingo"
   "He Lost His Voice and Found Another"
   Voice Magazine - September 28, 1970, "Language"

C. Suggested Activities

1. Participate in pantomimes and charades.

2. Have students test themselves on culturally biased material for verbal aptitudes.

3. DRIVING AND RESPONSIBILITIES

A. Specific Objectives

1. Evaluate one's reactions to characters and ideas in print. VI

2. Analyze the major characters in Hot Rod and Street Rod. IV

3. Design a scene to follow the end of "Just Along for the Ride." V

4. Evaluate the behavior of the major character in "Just Along for the Ride." VI

B. Materials

1. "Just Along for the Ride"
2. Hot Rod
3. Street Rod
4. High Gear
5. Movies from General Motors and Ford Motor Company
   Indy 500
   Five Roads to Victory
   Gentlemen Start Your Engines

C. Suggested Activities

1. Role playing situations from Hot Rod and Street Rod.

2. Write character analyses of the major characters from Hot Rod and Street Rod.

3. Write a scene to follow the ending of a short story.

4. Discuss a driving survey

4. THE LAW

A. Specific Objectives

1. Make inferences about the courtroom and jury room proceedings. IV

2. Analyze the character types of jury members, criminals, lawmen, and witnesses. IV

3. Discuss the societal pressures which result in criminal behavior. III

4. Produce a written report. V

B. Materials

1. "All the Years of Her Life"
2. In Cold Blood
3. Trial
4. "Lawbreakers:
5. "Who Hurt Bob Trenchman"
6. "Twelve Angry Men"
7. "I Chose Prison"
8. The Most Dangerous Years

C. Suggested Activities

1. Divide the class up into four groups and assign each group one of the four sections of In Cold Blood.
   a. Each group member make notes on his particular section.
   b. Each group completes written reports answering teacher-assigned questions.
   c. Each group orally sumarizes their section for the entire class. (At this time the class takes notes in preparation for the comprehensive test and asks questions on any points of confusion.)

2. After reading "Twelve Angry Men", the students infer courtroom proceedings which were written into play form.
   a. The student-written compilations were enacted.
   b. The Reginald Rose play was enacted.

5. JOURNALISM

A. Specific Objectives

1. Identify the parts of a newspaper. I

2. Derive the answers to journalistic questions from any newspaper article. II

3. Differentiate fact from opinion after reading various news ariticles. IV

4. Compare the differences in emphasis by the various media. VI

B. Materials

1. Milwaukee Sentinel
2. Green Bay Press Gazette
3. Voice Magazine
4. Tribune Deadline - movie
5. How to Read a Newspaper - book

C. Suggested Activities

1. Have students write their own newspaper.
2. Take a field trip to the Press Gazette
3. Have a guest lecturer speak to the class about journalism techniques.
4. Keep a log of newspaper analysis sheets.

6. COMPOSITION

A. Specific Objectives

1. Demonstrate knowledge of composition skills by writing complete sentences. III

2. Express one's opinions of ideas presented in films, photographs, and short stories via the thematic approach. II

3. Interpret an author's use of satire. II

4. Write an original composition. V

B. Materials

1. Scope Magazine pictures
2. The Mouse That Roared - film
3. "A Modest Proposal"
4. The Lady or the Tiger
5. Voice Magazine stories
6. Stop, Look and Write

C. Suggested Activities

1. After viewing The Mouse that Roared have students discuss the concept of satire and write their own satire.

2. Present photographs to each student after which they react in writing.

3. Use the student magazine, Voice, and complete unfinished stories presented therein.

7. ADVENTURE

A. Specific Objectives

1. Differentiate between realism and fantasy. IV

2. Define jargon (terms) related to boxing and mountain climbing. I

3. Discuss man's need for adventure. III

B. Material

1. Requiem for a Heavyweight - movie and play
2. "The Summit"
3. "The Bamboo Trap"
4. Guns of Navaronne
5. The Mountain
6. The Naked Prey
7. Adventures of a Young Man
8. Champion

C. Suggested Activities

1. Have students use assorted books on mountain climbing as a basis for written reports.

2. Study jargon and vocabulary.

3. View a Lowell Thomas movie on mountain climbing.

4. Have each student search for adventure stories in newspapers and magazines.

8. GENERATION GAP AND PREJUDICE

A. Specific Objectives

1. Draw conclusions about behavior and environment of teenagers around the world. IV

2. Explain the causes and results of feuds. II

3. Select a novel suitable to one's interests and abilities. I

4. Discuss the concept of generation gap and prejudice. III

B. Materials

1. The Peter Pan Bag
2. Dave's Song
3. Street Rod
4. There Is a Season
5. Why Not Join the Giraffes
6. Think Wild
7. "West Side Story" - play and video tape
8. Romeo and Juliet - play and movie
9. "Ray Hoffman's Brother"
10. Durango Street
11. The Long Cycle Ride
12. East of Eden - movie
13. "Homecoming"
14. Filmstrips on Shakespeare's life and plays
15. Life of Shakespeare- film by BAVI

C. Suggested Activities

1. Choose one of six novels to read.

2. Group discussion after reading novels.

3. Make written comparisons between "West Side Story" and Romeo and Juliet.

4. Discussion of juvenile problems.

5. Note taking on Shakespeare's life and works.

9. MYTHOLOGY

A. Specific Objectives

1. Interpret the myths as explanation of natural phenomena. II

2. Identify Greek gods, goddesses, and heroes. I

3. Trace the adventures of characters such as Odysseus and Jason. III

4. Relate Greek gods or heroes to everyday life. (Mercury, Cupid, Apollo) IV

5. Develop a vocabulary from Greek terms and affixes. V

B. Materials

1. Ancient Myths
2. Life reprints
3. Greek Gods and Heroes
4. Words - suffix and prefix
5. Advertising with Greek names
6. "Theosus and the Minotaur"
7. "The House of Circe"
8. The Odyssey by Scholastic Books
9. Camelot
10. Films
    Jason and the Argonauts
    Ulysses
11. Records and cassettes
12. "Illiad and Odysses" - filmstrip
13. Pictures of gods and goddesses
14. Map of Ulysses' trip
15. English Resource Center materials

C. Suggested Activities

1. Take notes on filmstrips.

2. Have discussions related to records, movies and filmstrips.

3. Create an imaginative myth.

4. Vocabulary building through Greek affixes.

10. MYSTERY AND SUSPENSE

A. Specific Objectives

1. List the elements of Gothic literature. I

2. Discuss the concept of fear. III

3. Develop powers of observation. V

4. Relate the author's lives to their works. IV

B. Materials

1. "The Monkey's Paw"
2. "The Invisible Man"
3. Father Brown Book
4. "Miss Hinch"
5. "Vital Factor"
6. "The Interlopers"
7. "The Most Dangerous Game"
8. "Blow Up With the Brig"
9. "The Redheaded League"
10. "The Raven"
11. I Was a Spy for the KGB
12. "Night Gallery" - programs taped
13. Films
    Wait Until Dark
    Father Brown
    Scream of Fear
14. Records
    Sherlock Holmes
    Edgar Allen Poe
    "Monkey's Paw"

C. Suggested Activities

1. Write a mini mystery.

2. Adopt a short story into play form and produce it in form for TV and radio.

3. Darken the room, blindfold students and have them listen to poetry while touching objects which create images in their minds.

4. Give a speech on a most frightening experience.

11. GRAMMAR

A. Specific Objectives

1. Choose the proper verb to agree with the subject in number. I

2. Identify sentence fragments and complete sentences. I

3. Indicate, in any given sentence, the correct placement of commas. I

4. Recognize double negatives. II

5. Write a complete sentence. V

B. Materials

1. Guide to Modern English - text
2. Grammar worksheets

C. Suggested Activities

1. Students take a pre-test and a post-test.

2. Work on practice sheets.

3. Play Jeopardy - game of review

12. SPELLING AND VOCABULARY

A. Specific Objectives

1. To expand the student's understanding of words and their ability to use them correctly in speaking and writing. II

2. Develop the ability to speak convincingly and articulatly whether with friends, before an audience, or interviewing for a job. IV

3. Acquire the ability to be able to write letters, notes, bills, reports and other types of communications so that the receiver will have no problem in deciphering the message. III

B. Materials

1. Guide to Modern English - Chapter 5 Building Vocabulary
   Chapter 12 Spelling
2. "Have you the Work Collecting Habit?"
3. "Words Frequently misspelled"
4. "Homonyms"
5. "100 Spelling Demons"
6. "Word List"
7. "Spelling Demons"
8. "English Values"
9. "Do You Know That Words Make You Rich?"
10. "Word List Number Two"

(Items 2 - 10 are accumulated work sheets to be used as handouts)

C. Suggested Activities

1. Use work sheets for drills and practice in spelling and remembering new words.

2. Have spelling bees.

3. Have each student keep a list of new words acquired which he thinks will be useful.

4. Assign the writing of short paragraphs on a timely subject, being particularly watchful for correct spelling and usage of words.

5. Have vocabulary quizzes.

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13. POETRY

A. Specific Objectives

1. Analyze the works of selected poets. IV

2. Recognize such poetic devices as alliteration, metaphor, simile, personification, parallelism. II

3. Interpret the symbol as to meaning and significance. II

4. Write an original poem - choice of Haiku, sonnet, cinquain. V

5. Evaluate the poem's effectiveness. VI

B. Materials

1. Exploring Life Through Literature - text
2. "Figures of Speech - Poetry"
3. Voice Magazine - poetry analysis, writing lyrics
4. Discovery in Literature
5. Discovery in Song
6. Records
   Harvest - Neil Young
   I Am A Rock - Simon & Garfinkle
   American Pie - Don McLean
   Joan - Joan Baez
   The Sea - Rod McKuen
   His Greatest - Bob Dylan
   Blowin' in the Wind - Peter, Paul & Mary
7. "Spoon River Anthology"

C. Suggested Activities

1. Listen to records

2. Work on slide sets

3. Create poems

4. Write song lyrics

5. Create extra stanzas for ballads

6. Create collages for student selected poems

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THE ELECTIVE JUNIOR-SENIOR COURSE ENGLISH SYLLABI

A Note of Explanation

Each course is generally organized in three divisions. The first division is "General Objectives". These objectives dominate the entire course of study. The second division is "Specific Objectives and Activities/Sources". It contains the various teaching units with their source material and their specific objectives for the unit. The last division is the "Suggested Activities". It is meant to give the teacher suggestions on various methods of presenting the units and specific material available.

The objectives are written in behavioral terminology and labelled with Roman numerals that indicate the objective's level of cognitive complexity. The levels used were Bloom's six cognitive levels in his Taxonomy of Educational Objectives. The following levels are presented in their ascending order of complexity:

Level	I:	Knowledge
	II:	Comprehension
	III:	Application
	IV:	Analysis
	V:	Synthesis
	VI:	Evaluation

Untold hours of frustration were eliminated by the reading and using as a bible the book, Language Arts Behavioral Objectives. (John C. Flanagan, William M. Shanner, and Robert F. Mager, Westinghouse Learning Press, Palo Alto, California, 1971).

The junior-senior course syllabi is not yet completed. They only account for the congitive levels of learning. They should contain affective objectives, also. This curriculum will contain affective objectives as soon as there is found a clear method of writing behavioral affective objectives.

One might believe after a study of the syllabi that they are quite static - that there is no room for expanding the course content or objectives. This is not the case. Each course can be expanded by teachers in this way. If a teacher wishes to use a different piece of literature or a unit that he developed and it is not in the particular course syllabus, the teacher has but to tell the English department's para-professional and an addendum will be included on the course syllabus.

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THE BASIC LANGUAGE ARTS SKILLS PLAN

The Philosophy

After much discussion with teachers and students and analysis of test results, the English faculty concluded that the Pulaski High School upperclassmen have weaknesses in the following basic language arts skills: vocabulary, writing, original writing, speech, study skills, grammar and the techniques of research. The question was how to organize and teach these basic skills.

It was suggested and eventually agreed that one basic language arts skill be emphasized at least each quarter for eight quarters in duration (a two-year period). Then we would begin again to emphasize the basic skill first emphasized in the first quarter two years previous to create a circular pattern of sequence. The following is the schedule of the basic language arts skills that will be emphasized each quarter:

Year One
- I Vocabulary
- II Vocabulary
- III Writing
- IV Original writing

Year Two
- V Speech
- VI Study skills
- VII Grammar
- VIII Techniques of research

Year Three
- I Vocabulary
- II Etc.

Teachers will obtain a list of objectives and suggested activities from which to plan for their classes. (See sheets following). The aim of this plan is to emphasize these skills but not to overemphasize these to the exclusion of the course objectives. Teachers are given the freedom to individually preparing plans to satisfy these basic skill objectives.

This method has three major advantages. It lessens the chance for teachers to teach the same skills to the students in different quarters of the school year. (It reduces the danger of overlapping.) Secondly, at periodic intervals the English faculty can meet to determine if a different basic language art skill is needed to be taught. If this is the case, the teachers can readily make the deletion of the un-needed skill and make the addition of the new language art skill. Thirdly, this plan gives the English faculty the advantage to move swiftly to cover a basic weakness of the student body without radically changing the curriculum or its contents.

Specific Objectives and Activities/Sources

I and II Quarters - Vocabulary.

A. Objectives
1. Show the use of the dictionary when coping with unfamiliar words. III

2. Be able to determine the meaning of words from their context. IV

3. Expand the students' vocabulary. II

4. Demonstrate their ability to combine spelling principles in groups of words in order to enlarge their vocabulary and their conception of the spelling world. IV

B. Suggested Activities
1. 6 Minutes A Day to Perfect Spelling, Harry Shefter, 1970, Pocket Books. (40 copies)

2. Six Weeks to Words of Power, Dr. Wilfred Funk and Norman Lewis, 1969, Pocket Books. (40 copies)

3. Words in context in their literature.

4. Prepared vocabulary lists.

III Quarter - Writing

A. Objectives
1. To prepare paragraphs from their understanding of the topic sentence, transitions, and sentence variety. III

2. To prepare essays from their understanding of the organization of the essay. III

B. Suggested Activities
1. Guide to Modern English, Richard C. Corbing and Porter G. Perrin, 1963, Scott Foresman and Company (for grades eleven and twelve). (100 copies)

2. The teacher may use his notes on writing to satisfy the objectives.

IV Quarter - Original Writing

A. Objectives
1. To write to show the understanding of:
   a. Writing dialogue
   b. The four categories of composition
   c. The importance of words. V

B. Suggested Activities
1. Topics or ideas should be derived from the course theme or from literature selected by the teacher.

2. Group discussions on particular pieces of student writing can be used.

3. The Guide to Modern English can be used to teach the writing of dialogue.

V Quarter - Speech

A. Objectives
1. Show that the student can prepare a speech using techniques appropriate to the purpose of the speaker. III

2. Have the student use the speech forms and techniques appropriate to the speaker's purpose. III

3. Have the student participate in group situations in which personal opinions and values are being expressed. III

B. Suggested Activities
1. The students should be informed of the following:
   a. Purposes of speaking.
   b. The varied ways a speech can be prepared.
   c. The importance of body action and gesture for communication.

2. The teacher can use role playing, oral reports or socio-drama from the theme of the course or from selected literary pieces.

VI Quarter - Study Skills

A. Objectives
1. Demonstrate reading rate adjustments to the purpose and type of material. III

2. Show that the students can apply reading techniques to take notes. III

3. Have the students recognize and/or use all parts of a book. III

4. Show the students the strategies for taking tests. III

B. Suggested Activities
1. Give various selections in social studies, literature, math and the sciences and discuss the best approach and particular skills that aid in reading the particular selections.

2. Given a topic, passages, and a list of notes, determine which notes are relevant to the topic.

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3. Have the students identify and discuss the importance of the following book parts:
   a. Frontispiece
   b. Title page
   c. Copyright
   d. Dedication
   e. Preface, foreward, introduction
   f. Acknowledgments
   g. Table of contents
   h. List of illustrations
   i. Text
   j. Bibliography
   k. Index
   l. Appendix

4. Identify the effective strategies when dealing with subjective and objective test questions.

VII Quarter - Grammar

A. Objectives
   1. Show their ability to write sentences using the basic parts of speech correctly. III

   2. Show their ability to write sentences using various types of sentence structure. III

   3. Show that the students can apply rules of punctuation and capitalization.

B. Suggested Activities
   1. Have the students recognize the eight parts of speech by their use in sentences.

   2. Have the students identify and write sentences using the following sentence patterns:
      a. N - V
      b. N - V - N
      c. N - LV - N
      d. N - LV - Adj.

   3. Given written selections containing errors in punctuation and capitalization, make the necessary corrections.

   4. The teacher may use the Guide to Modern English, grammar worksheets available, or prepare specific worksheets emanating from the course literature.

VIII Quarter - Techniques of Research

A. Objectives
   1. Demonstrate the use of research skills and resources needed for a research or term paper. III

   2. Demonstrate their ability to combine the necessary elements of research and organization by writing a research paper. IV

B. Suggested Activities

1. Have the students use the Reader's Guide to Periodical Literature to find articles on a given subject or author.

2. Use literary reference books to locate the following types of information:
   a. Definitions of literary terms
   b. Biographical information about literary personalities.

3. Use the card catalogue to prepare cards for a bibliography.

4. Have the students write acceptable footnote entries.

5. Have the students recognize and use:
   a. ibid
   b. loc. cit.
   c. op. cit.
   d. any abbreviations the teacher thinks necessary.

6. Write a research paper that meets all the established rules on form and style which includes:
   a. Title page
   b. Introduction
   c. Conclusion
   d. Bibliography

7. The teacher may use Preparing the Research Paper, Lorraine F. Dangle and Alice M. Houssman, 1963, College Entrance Publications, (30 copies) which are located in the English Resource Center as an extension of the classroom activities.

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1. WHAT ABOUT MAN IS DIFFERENT FROM AN ANIMAL?

General Objectives

1. Define man. I
2. Analyze the similarities between men and animals. IV
3. Analyze the differences between men and animals. IV.
4. Draw conclusions from the actions of men who have degenerated to the animal level. IV
5. Evaluate what makes man man through the compilation of a major project. VI

Specific Objectives and Activities/Sources

1. Analyze selected pieces of non-fiction in regards to the structure, purpose, and stylistics of the non-fiction. III
   a. Jerry Kramer's Instant Replay (30 copies)
   b. The essay "The Mystique of Pro Football".
   c. Green Bay Packer Championship football films. (Write to the Packer office for free rental.)
   d. Henry D. Thoreau's "Battle of the Ants".
   e. A. M. Rosenthal's essay "There is No News from Auschwitz".
2. Analyze social and political criticism IV
   a. Orwell's novel Animal Farm. (32 copies)
   b. O'Neill's drama "In the Zone". (Located in Adventures in American Literature, Harcourt, Brace and World 50 copies)
3. Demonstrate the methods an author uses in developing characterization III
   a. The Ox-Bow Incident (31 copies)
   b. Lord of the Flies (48 copies)
   c. Poe's short story "The Cask of Amontillado". (Located in Adventures in American Literature.)
4. Combine and organize the development of the literary elements of symbolism and theme in fiction.
   a. Faulkner's story "The Bear." (Located in The Literature of America, volume 3, Singer/Random House Literature series. (Two class sets.)
5. The writing of themes (related to the general objectives of the course) from bulletin board quotations, pictures or teacher selected topics. V
   a. Bulletin board quotations.
      1. "Man is a reasoning animal" ...Lucius Seneca 8 B.C. - A.D. 65
      2. "Man is a tool using animal...Without tools he is nothing, with tools he is all." ...Thomas Carlyle 1795 - 1881

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3. "The savage in man is never quite eradicated"... Henry Thoreau 1817 - 1862
4. "Man is a pliable animal. A being who gets accustomed to everything" ... Fedor Dostoevsky 1821 - 1881
5. "Man is a successful animal, that's all" ... Remy de Gourmont 1858 - 1915

b. Selected pictures are in the files.
c. The teacher can select topics as:
   1. Rioting
   2. The dying in Biafra
   3. Why man lives in filth (ecology)

6. Draw conclusions from the derivational, the connotative, and denotative meaning of words used by people in society and in its literature.
   a. Words as:
      1. The Volkswagon "bug"
      2. The "hot dog"
      3. The New York "Mets"
      4. "Lark" cigarettes
      5. The Arctic "Cat" snowmobile
      6. The first names of students in class
      7. The worksheets on animal phraseology (located in the files)

Suggested Activities

1. Role play a trial of the happenings at Auschwitz.

2. Present group discussions for class on the following novels:
   a. Flowers for Algernon (9 copies)
   b. Inherit the Wind (13 copies)
   c. Of Mice and Men (14 copies)
   d. Planet of the Apes (11 copies)

3. Make collages or mobiles expressing:
   a. What makes man man?
   b. Why does man sometimes act animalistically?

4. Use articles from magazines or newspaper to evoke discussion or impromtu themes. Articles can run the gamut form "A Day in the Life of a Cop" (Scholastic-Scope, March 2, 1970) to life behind prison bars.

5. Use television series as:
   a. Wild Kingdom - to show animal (human-like much of the time) society at work.
   b. Mission Impossible or It Takes A Thief - to show the sophistication of man's mind.

6. To qualify for an A or B, have the student read a paper-back from the series "In Search of Man" (in English Resource Center) and create a paper, oral report, bulletin board, collage or a mobile on it.

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2. WHAT IS HUMOR?

General Objectives

1. Recognize what is humorous in a humorous passage. II

2. Analyze why certain humor was humorous during the historical ages of comedy. IV

3. Understand the history of American humor through the various kinds of humor: II
   a. Satire
   b. Political humor
   c. Slaptstick
   d. Irony
   e. Racial humor
   f. Religious humor
   g. Contemporary humor
   h. Parody
   i. Spoonerism
   J. Dialect

4. Demonstrate the student's ability to write the various types of humor. III

5. Make judgments on the artistry of the historical ages of comedy and comedians and on the artistry of the humor the students would like to see, hear, or spend money to view. VI

Specific Objectives and Activities/Sources

1. To recognize satire and its connection with humor. II
   a. "Laugh-In" (TV)
   b. "Hogan's Heroes" (TV)
   c. "Gomer Pyle" (TV)
   d. "Hee Haw" (TV)
   e. "Greetings From the Campus" (article)

2. Examine the different types of political humor. II
   a. "Laugh-In" (TV)
   b. "Its All in the Family" (TV)
   c. "Hee Haw" (TV)
   d. "Letters to the President" (book
   e. "R. F. Kennedy Wit" (book)
   f. "The Kennedy Wit" (book)
   g. Records
      1. David Frye
      2. David Steinberg
   h. Mad Magazine
   i. Cartoons for overhead projector

3. Analyze the history of American comedy. IV
   a. "What's so Funny?" (article)
   b. "What Makes You Laugh?" (article)
   c. "Why We Laugh" (article)
   d. "The Origins of American Humor" (article)
   e. "Old American Humor" (article)

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f. "Courting" (article)
g. "His Sayings, Josh Billings" (article)
h. Selections from Mark Twain
i. "Mark Twain Tonight" - Hal Holbrook (record

4. Trace the different elements of slapstick comedy throughout its history. II
   a. "Slapstick" (movie)
   b. "The Golden Age of Comedy" (movie)
   c. W. C. Fields (record)

5. Identify irony in comical works. I
   a. "The Cop and the Anthem" (short story)
   b. "The Affair of the Wayward Jeep" (short story)
   c. "The Fifth Wheel" (short story)
   d. "The Brink" (short story)

6. Interpret different levels of racial humor. II
   a. Bill Cosby (biography
   b. Records
      1. Bill Cosby
      2. Flip Wilson
   c. "The Fatal Phone Call" (play)
   d. Flip Wilson (TV)
   e. Bill Cosby (TV)

7. Discuss religious humor, past and present. III
   a. Records
      1. David Steinberg

8. Analyze contemporary humor's affect today.
   a. "Good Neighbor Sam" (movie)
   b. "The Big Mouth" (movie)
   c. Records
      1. Lilly Tomland
      2. David Frye
      3. David Steinbert
      4. Flip Wilson
      5. Bill Cosby

9. To examine parody, spoonerism and dialect. IV
   a. "The Treasurer's Report" (short story)
   b. "The Owl Who Was God" (fable)
   c. "The Night the Ghost Got In" (short story)
   d. "Stop Those Hiccoughs" (article)
   e. "The Private Mitty of Walter Thurber" (parody)
   f. "The Secret Life of Walter Mitty" (short story)
   g. "Look Homeward, Jeannie" (short story)
   h. "Haircut" (short story - dialect)
   i. "Wales Mein Grossfader Told Cinerella Hassenpfeffre" (spoonerism)
   j. "Little Ride Hodding Red" (spoonerism)
   k. "Romeo and Juliet" (spoonerism

10. Miscellaneous material that the teacher may use.
    a. "The Over the Hill Gang" (TV - 2 reels)
    b. "Basketball, Ach Nein!" (short story)
    c. "Breaking the Language Barrier" (short story)
    d. "Cheaper by the Dozen" (book)
    e. "They Clean the Attic" (play)
    f. "The Importance of Being Ernest" (play)
    g. "Call it a Day" (play)
    h. "Apostrophe in Modern Dress" (play)
    i. "Peco Bill Busts the Cyclone" (short story)
    j. "How the Widow Won the Deacon" (short story)
    k. "The Little Frenchman and his Water Lots" (short story)
    l. "The Celebrated Jumping Frog of Calaveras County" (short story)
    m. "Rabbits and Sage-brush" (short story)
    n. "Cutting Pee-Wee's Eye Teeth" (short story)
    o. "Through the Clubhouse Doors" (short story)
    p. "Armour's Almanac" (article)
    q. "Pete's Theology" (poem)
    r. "Father Hires A Cook" (short story)

Suggested Activities

1. It is assumed the teacher will have the students demonstrate their ability to write the various types of humor during the course.

2. It is also assumed that the students will make oral or written judgments on the historical ages of comedy and comedians and on the artistry of the humor the students would like to see, hear or spend money to view.

3. Assignments can be made using inter-library loan books, (see bibliography in the files) as well as cassettes and paperbacks from the English Resource Center.

4. Develop a cartoon booklet.

5. Develop booklets on:
    a. Happiness is
    b. Humor is
    c. Misery is

6. Humorous skits - oral or written

7. Role-playing - oral or written

8. Research project (See files for suggested topics)

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3. INTRODUCTION TO SPEECH

General Objectives

1. Expand one's oral and written vocabularies. II
2. Express an appreciation and understanding of the other person's ideas. II
3. Demonstrate thoughtful analysis and creative thinking as speaker and as listener. III
4. Develop basic skills in the use of voice and bodily action. V
5. Develop the ability to secure cooperative action and to work cooperatively with others. V
6. Combine and organize researched material for potential speech use. V
7. Develop poise and self-confidence when speaking before an audience. V
8. Analyze yourself, your audience, and your topic in relation to the speech-making process. IV

Specific Objectives and Activities/Sources

Speech book - The Art of Speaking (3rd edition)

1. Identify the types and purpose of speaking I
   (See chapters 7 and 13 on How Purpose Affects Development)
2. Analyze the various delivery techniques and the benefits of each. IV
3. Identify and explain the functioning mechanism. I
   (See chapter 4 on The Mechanics of Speech)
4. Explain why friendliness is a strong force in oral communications. II (See chapter 2 on Friendliness)
5. Determine why the speaker must have an understanding as to the type of listeners he will be addressing. IV
   (See chapter 3 on You and Your Listeners)
6. Evaluate the importance of having cooperative listeners. VI
   (See chapter 5 on Developing Aural Skill)
7. Debate the values of the various types of criticism. IV
   (See chapter 6 on The Value of Criticism)
8. Develop an effective plan and outline for a speech. V
   (See chapter 8 on Being a Good Organizer)

9. Demonstrate how to select and develop main points of a speech. V (See chapter 10 on Selecting and Developing Main Points)

10. Discuss the values of beginning and ending a speech well. III (See chapter 11 on Your Introduction and Conclusion)

Suggested Activities

1. Present bodily action speech activities of the following types:
   a. Single action pantomimes
   b. Group action pantomimes
   c. Demonstration speeches
   d. Charades

2. Participate in both oral and written analyses of a listening nature - evaluation sheets and classroom oral responses.

3. Write an outline and speech for each of the following types:
   a. Inform
   b. Persuade
   c. Convince
   d. Entertain
   e. Inspire or impress
   f. Special occasion

4. Present a speech for each of the above-mentioned types.

5. Participate in class discussions on the importance of speech (oral communication) in society.

6. Prepare and present a get acquainted speech the first week of school.

7. Spend some classtime in the library researching selected speech topics.

8. Student analysis and criticism of a guest speaker (assembly speaker). Oral and written.

9. Explain the operation of a tape recorder and have students tape their own voices for playback (analysis of the voice).

10. Have students work on vocabulary games - games taken from book on suggested special actitivities for speech students.

11. Have students work aloud on various speech improvement sheets - those dealing with articulation, diction, volume, pause, and pitch.

12. Present group discussions on selected speech topics.

4. ADVANCED SPEECH

General Objectives

1. Present a selected forensic piece for analysis by teacher and class. III
2. Develop a deeper and keener appreciation of literature. V
3. Develop a knowledge of the values and uses of choral reading. V
4. Apply the skills of bodily movement for dramatic expression. III
5. Discuss the importance of broadcasting to society. III
6. Develop the ability to work effectively as a group member. V
7. Explain to the students the facilities, equipment and materials necessary for broadcasting. II
8. Participate in the operation of the equipment through broadcasting experience. III
9. Develop, through the elements of broadcasting, choral reading, debate, forensics, acting, and discussion: better speaking, writing, listening, viewing, cooperative effort and creativity. V
10. Direct others in presentations involving choral reading, acting, forensics, and broadcasting. III

Specific Objectives and Activities/Sources

1. Present a selected forensic piece for analysis by teacher and class. III
2. Develop the ability to select material for oral reading and to convey it in a meaningful/feeling manner. V
3. Analyze critically (group discussions) the broadcasting media as an art form. IV
4. Trace the background and history of radio and television. I
5. Analyze writing and speaking techniques employed in radio and television production. IV
6. Discuss the functions and responsibilities of staff personnel in radio and television. III
7. Practice radio operation techniques. III
8. Present a cursory example of television programming. III

Suggested Activities

1. Select and familiarize oneself with a forensic piece - present before class for analysis.
2. Read prose and poetry selections before class.
3. Participate in group discussions and group work involving choral reading.
4. Listen to recordings by actors displaying varied vocal techniques.
5. Do oral exercises to develop voice.
6. Write short radio and television presentations.
7. Set up discussions of various types:
   a. Round table
   b. Symposium
   c. Panel
8. Visit broadcasting stations in the area to observe the designs and layouts in terms of their function.
9. Plan and design a school broadcast facility on a small basis.
10. Demonstrate correct use of tape recorder, turntable, microphone, camera, and video-tape equipment.
11. Write scripts, station identifications, program log and commercials.
12. Participate as talent and stage crew members.
13. Act out several improvisations.
14. Debate various topics - form teams and research topics together.

Text Used: The Art of Speaking by Elson and Peck

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5. ETHNIC LITERATURE IS ..

General Objectives

1. Expand the vocabulary of the student by examining words in the English language which are derived from ethnic minorities' culture, history and language. I

2. Collect information on the cultural and historical heritage of selected ethnic groups. III

3. Summarize the literary heritage of the ethnic groups within their native homeland and the United States. II

4. Collect information on the contributions (important inventions, famous men, etc.) of certain ethnic groups to the world. III

5. Analyze the literary artistry and meaning of selected pieces of literature from two perspectives.
   a. As any piece of literature.
   b. As written by person from a minority group. IV

Specific Objectives and Activities/Sources

1. The Mexican American
   a. Evaluate the literary artistry of the novel Across the Tracks in regard to the author's use and development of characterization, plot, theme and the novel's realistic qualities. VI

   b. Analyze the literary artistry and meaning (see general objective number five) of selected pieces of poetry. IV
      "The Street"
      "The Sweethearts"

2. The Black American
   a. Determine the significance of the relationship of the setting to the character development in a specific novel. IV
      Warren Miller's The Cool World
      Richard Wright's Native Son

   b. Develop through an understanding of the ideas and themes of pride and the search of identity within the Black American from viewing, listening and reading selected literature and music. Sources: Located in the English Resource Center.
      "Black Images" - filmstrip and record
      "Anthology of Negro Poets" - record
      "Negro Prison Camp Work Songs" - record

"Black Literature Series" - paperback set
"Black Understanding Series - paperback non-fiction set
"The Negro Woman" - record
"Jazz" - three record set
"The American Dream Awake" a series of filmstrips, records and pictures.

3. The Jewish American
   a. Expand the student's vocabulary by identifying important Jewish words found in the novel The Chosen I

   b. Evaluate the literary artistry of plot, characterization, imagery, symbolism, and theme of The Chosen by comparing and contrasting it with the other novels read in class. VI

   c. Draw conclusions through discussion concerning the theme and meaning of poems written by Jewish people. IV
      Lazarus' "The New Colosus"
      Lieberman's "I Am An American"

Supplementary Material

General
One paperback set - The Multi-Ethnic Series
Virginia Joki's - All American Cultural Contributions of Minority Groups

The Mexican American
The Mexican American Set - paperbacks by Hertzberg

The Black American
One paperback set -"Jazz - Reality and Myth"
One class set with a tape of the Black drama, "Two in the Back Room"
Langston Hughes' musical drama (record) "Jerico - Jim Crow"
Record set -"Sounds of Harlem"
Record - "Porgy and Bess"
Pictures and charts for bulletin boards.

The Irish American
Records - "Irish Sea Chanties"
"Shellelaghs and Shamrocks"

The American Indian
One paperback source set - "The American Indian"
Record - "North American Indian Songs"

Nonfiction
"The Migrant Worker"
"The Black Poor"
"The American Indian"
"Appalachian Poor"
"An Interview with Cesar Chavez"
"The Black Revolution in America"
"Black Romanticism"
"The Black Social Workers' Dilemma"
"From the Family Notebook"
"The Black Woman as a Woman"

Suggested Activities

1. After teaching one or more ethnic groups, divide the class into groups and have each group report to class on a different ethnic group. (The Polish, Jewish, Irish and German minorities were used in the past.)

2. See the B'nai B'rith film brochure for short films to rent on minority groups or minority problems.

3. Have the students write short stories, poems, essays, etc. from the speaking voice of a particular minority group after studying that minority group.

4. Have guest speakers from ethnic minority groups come into the class.

5. Field trips to a synagogue or the Bureau of Indian Affairs Office in Green Bay could be arranged.

6. Divide the class into groups and have each group prepare a traditional meal from different ethnic groups.

6. IS WAR ONE-SIDED?

General Objectives

1. Recognize the reasons why a conflict does occur. II
2. Discuss methods of avoiding a conflict before a crisis begins. III
3. Analyze individual conflict found in any piece of literature. IV
4. Suggest that not all serious conflicts occur during a war of death and destruction. II

Specific Objectives and Activities/Sources

1. Conflict in general.
   a. Write themes with an emphasis on spelling and sentence structure. III
   b. Analyze plot, symbolism and theme in a class novel. IV

      Hand-out on conflict - article
      "Split Cherry Tree" - short story
      "The Outcasts of Poker Flat" - short story
      "The Occurance at Owl Creek Bridge" - short story & movie
      Television
      "An Episode of War" - short story
      All Quiet on the Western Front - novel
      Seven Days in May - novel and TV movie

2. Propaganda
   a. Discuss historical importance of propaganda. III
   b. Analyze semantically the contemporary language. IV
   c. Analyze the language of advertising. IV
   d. Discuss the origins and growth of the English language. III

      TV taped commercials
      Adventures in Black - book
      "The Law-Abiding" - short story
      "The Wet, Cold War Beneath the Waves"- article
      Newspaper and magazine ads

3. Prejudice
   a. Discuss the language used in writings concerning racial conflict. III
   b. Analyze plot, symbolism and theme in the literature. IV
   c. Write themes emphasing contrast on prejudicial topics emanating from the literature read. III

      "Caught Between the Lines" - short story
      "Five Branded Women" - TV movie
      "The Final War of Olly Winter" - play
      "A Proud Esprit Soiled by Racial Hate" - article

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"Riot" - play
"The Thing About Monte the Pineapple" - short story
Television
"The Biggest Thing Since Custer" - short story
"The War Prayer" - article
"The Fourth Man" - short story
"Custer Died for Your Sins" - poem
The Language of Man - book
"Lost Sister" - short story
Poetry

4. Personal conflicts
   a. Through listening to various problems that occur in life, draw conclusions as to the possible solutions to these problems. IV
   b. Write themes emphasizing needed writing skills, on various problems that are relevant to the students. V

"The Rope" - short story
Television
"Missionaries" - poem
"Papa and the Bomb" - short story
Poetry
A Soldier's Story: The Day I Was Killed in Viet Nam
article

Suggested Activities

1. Role-playing as concerns Ann Landers and other contemporary problems. (Give students a newspaper clipping and have them role-play the conflict.)

2. Make and discuss collages on various conflicts in the past, present and future. (It is suggested that no two people work on the same conflict. They must get teacher approval.)

3. Analyze ads that the students have brought and put on the bulletin board.

4. Have students prepare a research project on contemporary conflicts.

5. Coordinate war poetry with a novel or use them as a unit on poetry concerning war.

6. To get an A or B the student must report on books from the English Resource Center that pertain to this course.

7. Have debates on selected conflicts.

7. IS MAN ADVENTUROUS?

General Objectives

1. Discuss the different and various adventures to be had in the modern world today and tomorrow. III

2. Compare and contrast the "adventure" of today with that of the past. VI

3. Decide answers to "What Makes a Man Adventurous?" and "Do All Men Possess Adventurous Qualities?" VI

4. Discuss the forms of adventure found in the course literature, considering "if" and "why" each protaganist would be considered an adventurer. III

5. Examine one of the reasons why man reads for vicarious experiences. III

6. Combine and organize material for a lengthy paper or speech to show what the individual student would do for an adventure if given a limited amount of time and money. V

7. The student will write an evaluation of one occupation in which he believes he has interest or of one adventurer of the past or present. VI
   The following points can be used for an analysis of the occupations:
   a. The adventure vs the monotony contained within the job.
   b. The future of the occupation.
   c. A projection of salary and advancement possibilities.
   d. Student reactions to factual data concerning the occupation.
   The following points can be used for an analysis of the adventurer:
   a. A biography of the adventurer.
   b. What part the adventurous activity did play on the individual's life.
   c. The result of the person's adventure for the society in which he lived.
   d. What the person's adventure did for the world.

Specific Objectives and Activities/Sources

1. Love and Marriage
   a. Compare and contrast the method of presenting the literary elements of plot, setting, characterization and tone in the various genres used in class. VI
   b. Emphasizing a particular speaking voice, point of view, and writing for a particular audience, the student will write a poem or essay on a topic such as:
      1. Today's Rules of Courtship - Are They Fair?
      2. Boys (or Girls) Today
      3. Today's Dating: Is It Exciting and Adventurous?

Short Stories
"Early Marriage" - Conrad Richter
"Love is Kind of Fragile" - Robert Ross
"Now and Then" - Ring Lardner
"A Domestic Dilemma" - Carson McCullers

Drama
"Marty" - Paddy Chayefsky

Others
Excerpts from Jean Kerr's Please Don't Eat the Daisies and Betty Friedan's The Feminine Mystique.

2. The World Inside and Outside the Forty-Hour Week
   a. Discuss the importance of adventure and excitement in a person's choice of his lifetime occupation. III
   b. Demonstrate the students' ability to combine the necessary elements of research and organization by writing a research paper.
   c. Have students work up budgets for their future occupations.

Short Story
"The Battler" - Ernest Hemingway

Non-Fiction
"Conshelf One - Jacque Cousteau
"Alone" - Richard E. Byrd
"Doctor of Lambarene" - Norman Cousins
"Dangle" - Lorraine F. and Alice M. Houssman
Preparing the Research Paper, College Entrance Book Company Cincinnati, Ohio, 1963

3. The Importance of Money to Adventure
   a. Analyze the role that money plays on the adventurous protaganists in the literature of the unit. IV
   b. Decide, after careful consideration, the role that money plays in adventure and what adventure can be had without expense. IV
   c. See number six of the general objectives of this course. V

Use Dorothy Parker's short story, "The Standard of Living" and a student writing assignment: If I Had a Million...

Poem
"Travel" - Robert Louis Stevenson

4. People Who Have Sought Adventure
   a. Refer to general objectives one through six.

Poem
Tennyson's "Ulysses"

Short Story
"That's What Happened to Me" - Michael Fessier

Non-Fiction
Roche's "A Meeting With Gandhi"
"Adventures in Kentucy" - Daniel Boone

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Paperback text (short story collection)
Great Tales of Action and Adventure
"The Bamboo Trap" - R. Lammon
"Leiningen Versus the Ants" - Carl Stephenson
"The Blue Cross" - G. K. Chesterton
"The Fourth Man" - John Russell
"The Adventure of the Dancing Men" - Sir Arthur Conan Doyle
"Rescue Party - Arthur C. Clarke
"August Heat - William Fryer Harvey
"Action" C. E. Montague

5. Adventure in the World Today and Tomorrow Exists in....
   a. Have the students collect data on how people are adventurous today. This survey or collection should be as complex as the class can achieve.
      1. The survey can review the previous "book learned" units of "Love and Marriage and "The Importance of Money to Adventure" for examples.
      2. The students can collect data on local community inhabitants or metropolitan inhabitants in Green Bay.
      3. The students can collect data in regard to the age of the samples - children, teen-agers, college students, middle-aged, and senior citizens
      4. The students can collect data from people engaged in various types of occupations - white and blue collars, professionals, housewives, etc.
      5. The students can further break down the samples by sex. The students' performance of this activity can range from mere collection of data (III) to an analysis of the data (IV) to synthesize the material for group presentations (V) to an evaluation of the priorities of the data to the student himself (VI).

Class Novel
1984 - George Orwell
Crash Club - Henry Felson

Non-Fiction
"Episode of the Bushmaster" - Raymond Ditmars

Suggested Activities

1. Use the newspaper for discussion of adventure today (Press Gazettes are supplied free of charge if used for educational purposes.)

2. Have the students prepare a speech for class on "What is Adventurous for Me?" or "What Can be Adventurous for You" or "The Importance of _____, an Adventurer of the Past."

3. View television programs of high adventure. Analyze the reason(s) why adventurous TV programs occupy an important part on today's TV viewing.

4. Work up a unit around the importance of avocations. What prompts a man to take up a hobby or sport? Excitement? Satisfaction? Profit? Adventure?

5. Have group discussions or panels on the various paperbacks included for the course.

Paperback Books
The Moon is Down
Demian
Patton
The Realm of the Green Buddha
To the Top of the World
1984
To Hell and Back
The Wooden Horse
The Oregon Trail
Olympo
Moulin Rouge
The Lost World of the Kalahari
His Eye is on the Sparrow
Never Cry Wolf
Annapurna
My Shadow
The Night They Burned the Mountain
Nectar in a Sieve
The Raft
A Lantern in Her Hand
Count of Monte Cristo
Huckleberry Finn

8. DECISIONS! DECISIONS!

General Objectives

1. Analyze the different types of decision-making - ordinary, planned, and sudden. IV

2. Demonstrate the students' ability to seek the logical alternatives in decision-making. V

3. Discuss the various changes wrought in man through the societal-based decisions that he makes. III

4. The class will evaluate decisions made during problem-solving sessions in class, as well as problems presented in literature and in world-wide situations.

Specific Objectives and Activities/Sources

1. International
   a. Analyze the journalistic style of writing as exemplified in newspapers, magazines, etc. IV
   b. Analyze persuasive writing as exemplified in newspapers and magazines. IV
   c. Make inferences concerning types of speech used in persuasive oral communications. IV
   Material:
   Newspaper articles
   Magazine articles
   News broadcasts
   TV programs
   Role playing
   Caine Mutiny Court Martial (drama)

2. School
   a. Analyze the novel for the interplay of characterization and plot. IV
   b. Analyze the importance of words in selected pieces of literature. IV
   c. Have students write themes using the persuasive style of writing. V
   Material:
   To Sir With Love (novel)
   "No Reason to Stay"(movie)
   "Room 222" (TV)
   "Charcoal - Size 40" (short story)
   "The Basketball Player" (poem)
   Guest Speaker, Guidance Counselor "Decision After High School"

3. Personal and Interpersonal
   a. Analyze the relationship between a character's environment (setting) and his actions (plot). IV

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b. Write an essay in which the protagonist's decision(s) in a piece of literature is/are either supported and defended or refuted and made subject to constructive changes. V

c. Discuss the realistic qualities of the characters an author creates in selected pieces of literature. III

Material:

The Cross and the Switchblade (novel)
This Stranger, My Son (novel)
"Appointment With Love" (short story)
"Rattlesnake Hunt" (short story)
"The Decision" (short story)
"Stone Boy" (short story)
"Carrion Spring" (short story)
"A Firm Word or Two" (short story)
"The Guest" (short story)
"Simple Arithmetic" (short story)
"U. S. 47" (short story)
"The Adding Machine" (short story)
"Is It Ever Right to Break the Law?" (essay)
Macbeth (drama)
Role Playing Questionnaire
"A Garland of Precepts - Phyllis McGinley (poetry)
"The Conquerors" - Phyllis McGinley (poetry)
"Note to My Neighbor" - Phyllis McGinley (poetry)
"Old Man" - John Ciardi (poetry)
"Gulls Land and Cease to Be" - John Ciardi (poetry)
"To No End Ever" - John Ciardi (poetry)
"Stone Steps" - John Ciardi (poetry)
"Ulysses" - Alfred Lord Tennyson (poetry)
"Maud Muller" - John Greenleaf Whittier (poetry)
"Primer Lesson" - Carl Sandburg (poetry)
"The Crime of Time" - Donald S. Stacey (poetry)
"No, I'll Not Take the Half" - U. Yeutushenko (poetry)
"An Irish Airman Foresees His Death" - W. B. YEATS (poetry)
"Because I Could Not Stop For Death" - Emily Dickinson (poetry)
"If" - Rudyard Kipling (poetry)

Suggested Activities

1. Group discussion for the purpose of solving problems related to education, politics, the draft, economics, religious radicalism.

2. Role-playing in various decision-making improvisations.

3. Do research concerning prominent people to show their reaction to and solutions for problems in their lives, then evaluate the decision they made. (Example: G. W. Carver, Clarence Darrow, General George Patton and Madame Curie).

4. Discuss or compose essays using the following suggested statements for topics:
   a. "There is no more miserable human being than one in whom nothing is habitual but indecision." - William James
   b. Excessive ambition brings moral decay.
   c. Most people would make a better decision if they were given a second chance.
   d. Since what is to be, will be, any decision an individual makes is of little consequence.
   e. The decisions an individual makes are influenced by reading literary selections which deal with making decisions.
   f. Any person in an official capacity should be held personally responsible for any decisions he makes.
   g. Most individuals have a set of values established early in life which determine the kinds of decisions they make.
   h. Decisions made by a jury are more often just than those made by a single individual.

9. TAKE A TRIP TO CEMETERY HILL

General Objectives

1. Discuss the history and characteristics of: III
   a. Gothic literature
   b. Science fiction
   c. Supernatural stories

2. Analyze why writers produce and readers read these particular types of fiction. IV

3. Demonstrate the student's ability to write in one of the three general areas stated above. III

4. Use specific principles of literary criticism in evaluating examples of the three types of literature, either in oral or written form. III

5. Recognize the importance of the author's use of words and literary devices. II

Specific Objectives and Activities/Sources

1. Analyze the characteristics of atmosphere, mystery, setting, plot and mood in selected pieces of Gothic literature. IV
   And Then There Were None (novel
   Two-Minute Mysteries
   "The Masterpiece" (short story)
   "A Reason to Kill" (short story)
   "The Problem of Cell 13" (short story)
   The Murder of the Haunted Sweater (unfinished play)
   "Captive Audience" (short story)
   "Murder Delayed" (short story)
   "The Poison Necklace" (short story)
   The Green Name (play)
   "The Oblong Box" (short story
   Night of January 16th (play)
   The Christmas Necklace (play)
   "Double Sin" (short story)
   "The Purple Wig" (short story)
   "The Man Behind 007" (article)
   "The Gray Ghost Wins Again" (short story)
   "The Iron Lady" (short story)
   "Bridge of Fear" (short story)
   "Beware: Do Not Read This Poem" (poetry)
   "Incident at Billy Springs" (short story)
   "Ian Fleming" (article)
   "The Game of Murder" (short story)
   "Tea Party" (short story)
   "Daisies Deceive" (short story)
   "Quiet Funeral" (short story)

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2. Analyze the characteristics of dramatic credibility (realism), types of science fiction and the reasons for emphasizing scientific principles in science fiction. IV
"Science Fiction" (transparency)
"Science Fiction: Its Description and History" (article)
"Marionettes, Inc." (short story)
"Mars is Heaven" (short story
"A Walk in the Dark" (short story)
"A Bad Day for Sales" (short story)
"The Monsters Are Due on Maple Street" (short story)
"Instinct" (short story)
"But Who Can Replace Man?" (short story)
Strange Fantasy (paperback)
Science Fiction Yearbook #3 (paperback)
"The Search For the Hairy Giants" (article)
"The Big Contest" (short story)
"Traveling by the Stars" (short story)
"The Fumatorium" (short story)
"The Obliterator" (short story)
"Are We All Descendents of Men From Mars?" (article)
"Science Fiction Films - Are They Trying to Tell Us Something?" (article)
"Up and Down Time" (short story)
"The Carnival" (short story)
"The Greatest Halloween Prank of Them All" (article)
"The Sentinel" (short story)
First Step Outward (book)
The Illustrated Man (novel)
"The Forgotten Enemy" (short story)
"My Son, the Physicist" (short story)

3. Analyze the characteristics of mysticism, atmosphere, setting, and organization in the supernatural story. IV
"The Age of Aquarius" (article)
"Predictions 1971-1972" (article)
"Horoscope and Holiday Gifts" (article)
"Two Bottles of Relish" (short story)
"Ten Ways to Kill Your Husband" (article)
Ouija Board
Palmistry (transparencies)
Page of Pentacles (play)
"The Grassless Grave" (article)
"Astrology" (article and illustrations)
"The One and Only Houdini" (article)
Tarot (transparencies)
"Magic" (article)
"Just Another Horror Movie - Or Is It?" (article)
"The Origin of Superstitions" (article)
"A Spirited Tour of America's Haunted Houses" (article)
"A New Theory About Astrology" (article)
"Suprstrength That Saves Lives" (article)
"Can Dreams Foretell the Future?" (article)
"Is Dead Marine Ringing Home?" (article)
"Headlines in Advance" (article)
"The Runaway Coffin Comes Home" (article)
The Haunting of Hill House (novel)

"Button, Button" (short story)
"The Witch Bridle" (short story)
"By Appointment Only" (short story)
"The Open Window" (article
"Card Meaning" (article)
"Afterward" (short story)
"The Miracle at the Berlin Wall" (article)
"Prophecies, Witches and Spells" (article)
"Bantu Witch Doctor" (article)
The Unexpected (book)
Stories From the Twilight Zone (book)

4. Demonstrate the student's ability to perceive that the elements of writing (plot, mood, characterization, symbolism, theme and setting) are used in the three areas but in each area the authors stress one or more different elements. It is assumed the teacher will use his/her judgment as this was an item used near the end of this course.

5. The students will use literary criticism (the basis of which will be derived from #2, 3, 4 & 5) to evaluate the literary artistry and effectiveness either orally or in written form on selected pieces from each category of literature. III

Suggested Activities

1. In order to qualify for an A or B the student will have to read a book in one of the three areas and make an oral or written report on it.

2. Have reports on supernatural phenomena - voodoo, palmistry, black magic, etc. (See the files on suggested topics, lists of inter-library loan books, and the English Resource Center's paperback books). This activity can also be used to qualify students for a particular grade.

3. Write members of the religious clergy to be guest speakers on church mysticism and exorism.

4. It is assumed that the teacher will preview and make assignments from the cassettes located in the English Resource Center.

10. IT TAKES ALL KINDS

General Objectives

1. Identify the social problems of the past, present, and future societies through literature. I

2. Analyze societal make-up in foreign countries. IV

3. Analyze the society of the United States. IV

4. Differentiate between the positive and negatives aspects of society. III

5. Evaluate the society in which the student is a unit. VI

Specific Objectives and Activities/Sources

Analyze social trends of our world at large.
1. Write themes with an emphasis on paragraphing and sentence structure. III
2. Analyze plot, characterization and theme in class material. IV
   The President's Plane Is Missing (novel)
   "Trends in the Larger Society" (article)
   "The Edge of Eternity" (movie)
   Television

Analyze social trends of the past.
1. Discuss them and symbolism in poetry. III
   "George Gray" (poem)
   "Lucinda Matlock" (poem)
2. Analyze theme and characterization in literature concerned with this unit. IV
   Barefoot in Athens (play)
   "A Persian Courtship" (short story)
   "The Invisible Aborigine" (short story)
   "Counters in the Game" (short story)
   "Standard of Living" (short story)
   Television
   Records

Analyze social trends in our modern society.
1. Write on and discuss the make-up of the local, state and national society of the United States.
2. Analyze through listening, viewing and reading specific points on our society. III
   "American Youth Goes Monogamous" (article)
   "In New York You Get Swallowed Up by a Horse" (short story)
   Love of One's Neighbor (play)
   "Just Thinking" (article)
   "Portrait by a Neighbor" (poem)
   "Family Problems: As Parents See Them, As Kids See Them" (article)
   Television
   Contemporary records

Suggested Activities

1. Group work on a fictitious happening such as a plane crash.
2. Role-playing
3. Give solutions to three social problems of today's society.
4. Panels on specific views of a society.
5. Theme writing.

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11. DO YOU KNOW YOURSELF?

General Objectives

1. Understand the idea of identity. II
2. Recognize that the personality is not a constant thing throughout life. II
3. Understand that the subconscious regulates man's behavior. II
4. Differentiate what one has to know about oneself in order to function in society. III
5. Use constructively knowledge learned about oneself. III
6. Determine how applied strengths benefit one in society. IV
7. Analyze the results of knowing or not knowing oneself. IV
8. Draw conclusions about yourself in relation to people in literature. IV
9. Evaluate oneself, through reading, using the knowledge gained in this course. VI

Specific Objectives and Activities/Sources

1. Analyze the family as it concerns oneself.
   a. Write themes with an emphasis on spelling and sentence structure. V
   b. Analyze plot, symbolism and theme in selected class material. IV
      A Patch of Blue (novel and TV movie)
      The Little Black Boy (poem
      "Hey, White Girl" (article)
      "All in the Family" (TV)
      "Family Affair" (TV)
      "The Smith Family" (TV)
      "A Man's View: What Women Really Have to Complain About" (article)

2. Analyze the results of success and failure.
   a. Write themes on character analysis from the literature within this unit.
   b. Discuss theme and symbolism in selected class material. III
      Don't Be Fooled By Me (poem)
      "The Somebody" (short story)
      "What's the Best Time of Your Life" (questionnaire)
      "Are You Getting Fun Out of Life?" (questionnaire)
      The Love Song of J. Alfred Prufrock (poem)
      Picture analysis
      "A Little Cloud" (short story)
      "That's What Happened to Me" (short story)
      "The Wall" (short story)
      "Mod Squad" (TV)
      "That Girl" (TV)

3. Form generalizations concerning heroes and idols.
   a. Using a well-developed conclusion and the technique of contrast, write a paper concerning the strong and weak points of heroes and idols. V
   b. Analyze through listening and viewing the problems confronting public idols. III
      "Do You Have A Hero" (questionnaire)
      "Who Am I Anyway" (short story)
      "How Many Break the Law in Marriage?" (questionnaire)
      "Are You A Good Judge of Human Nature?" (questionnaire)
      Values questionnaire
      "Eddie's Father" (TV)
      "Mod Squad" (TV)
      "The Sheriff" (TV)

4. Evaluate yourself.
   a. Discuss the human reaction to certain things through literature. III
   b. Analyze authors or the speaking voices by their writing style. IV
   c. Produce a confidential written report on oneself, emphasizing spelling and sentence structure. V
      "Homecoming" (short story)
      "The Smith Family" (TV)
      Ann Landers (articles)
      "Expression" (article)
      Collage on Yourself
      Record analysis
      "How's Your Self-Control?" (questionnaire)
      The Unknown Citizen (poetry)
      "The Enormous Radio" (short story"
      The Informer (play)
      "The Legend of Tom Dooley" (movie)
      "The Young Don't Cry" (movie)
      "Question 7" (movie)
      Questionnaires
      "Young Goodman Brown" (short story)
      "The Invisible Man" (article)
      "What Kids Go Through in the Roommate Game Today" (article)
      "Little Boxes on the Hillside" (filmstrip)
      "What's Your Maturity Quotient?" (article)
      "Deer in the Works" (short story)
      "Up and Down Time" (short story)
      "Dolora" (short story)
      "Call Me Friend" (short story)
      "The Kite" (short story)
      "The Wall" (short story)

Suggested Activities

1. Make a collage of oneself.
2. Role-playing of different activities.
3. Produce a confidential written analysis.
4. Record and picture analysis.
5. Group discussions on various topics.

12. LET'S CREATE

General Objectives

1. Discuss the process involved in creative work. III

2. Develop the student's own awareness of his creative imagination. V

3. Produce creative work through: V
   a. Writing
   b. Listening
   c. Thinking
   d. Conversing

Specific Objectives and Activities/Sources

1. The "eyes" have it. Seeing.
   a. Analyze thought-provoking pictures as to what makes them creative. IV
   b. Create either orally or in written form, a character sketch, a setting, or a mood from what is visible in a picture. V
   c. Create pantomines on various topics for class presentation. V

2. Listen to the warm. Hearing.
   a. Reflect either orally or in written form on the imagery provided through interpretive music. III
   b. Evaluate mood in various musical selections. VI

3. Explore the other worlds. Touching, tasting, smelling.
   a. Identify various and sundry items through touch, taste and smell. I
   b. Write a description of a sensory perception using touch, taste, or smell. V

4. A menagerie of senses.
   a. After viewing artistic films, deduce the creativity involved in making them. IV
   b. Analyze the creative aspects of symbolism and theme through viewing artistic films. IV
   c. Compare and contrast the methods used in the films to convey their messages. VI
   d. After experiencing contemporary poetry, such as concrete poetry, have the students demonstrate their creativity by writing poetry in this same vein. IV
   e. The students will perform selected exercises in creative dramatics. III

Suggested Activities

1. Develop, using the video tape equipment, a short creative exercise in television production.

2. Prepare bulletin boards on various pertinent themes of the course.

3. Organize pictures and/or words on collages or mobiles to express a mood or an abstract idea.

4. Express creativity through individual projects (teacher consent) to show talents or interests of the unique student.

5. Students will "teach" special skills which they possess to the class. (Example: water color painting, origami, puppetry)

6. Teachers will provide common objects such as marbles, paper clips, rubber bands, etc, from which students will create.

7. Students will create major projects such as booklets, home movies, slide sets, skits, short plays, pantomines, and original poetry.

8. Field trips to various thought-provoking places can be utilized to inspire creative thinking and writing. (Example: junk yards, old age homes, empty sports fields).

9. The record and filmstrip "See Creatively" can give students practice in developing awareness.

10. Students can use The Writer's Eye and Stop, Look, and Write, for individual creations to be turned in to the class. (Books are located in the English Resource Center).

11. Arrange students in a circle for the telling of a consecutive short story passed from student to student.

12. Use impromptu themes on such ideas as "black", "a blade of grass", "aardvarks", or "whales".

13. The students will role play various situations related to their lives.

13. CREATIVE WRITING

General Objectives

1. Explain "What is creative writing?" II

2. The student will demonstrate his ability to choose and organize subjects and themes for writing. III

3. Analyze the importance of words when used for observation, description, and imagery. IV

4. Explain the literary techniques employed in: II
   a. Factual writing
   b. Fictional writing
   c. Poetry

5. The student will write creatively in one of the three major areas of emphasis as listed above. V

Specific Objective and Activities/Sources

1. General principles of writing.
   a. Explain the different views held on creative writing. II The Introduction.
   b. Demonstrate how to choose a topic and narrow it down to write a theme. IV Chapter 1
   c. Determine the importance of words (nouns, verbs, adjectives and adverbs) to observational and descriptive writing. IV Chapter 2
   d. Analyze the different types of descriptive writing. IV Chapter 3
   e. Write passages using the figures of speech - simile, metaphor, analogy, personification, onomatopoeia, irony, and hyperbole. V Chapter 3

2. Factual writing.
   a. Understand the four varieties of writing. II Chapter 4 - 7.
   b. Understand the structure and organization of the essay. II Chapter 8

3. Fictional writing.
   a. Analyze the methods of character development used in fictional writing. IV Chapter 9
   b. Differentiate the literary techniques of writing the setting and plot. IV Chapter 10.

4. Writing poetry.
   a. Explain the different literary facets of poetry. Chapter 13 and 14.

(References are from Writing Creatively, J. N. Hook, D. C. Heath Company, 1963. 35 copies)

Suggested Activities

1. The teacher is reminded that the course has two aspects. One is understanding the literary facets of writing. Secondly, put into practice these facets in creative writing. The teacher can use his judgment as to what the student should or needs to write.

2. Have students keep a journal of their area of concentration or ideas or whatever - to be handed in to the teacher.

3. Have writing labs (in class or outside) on a chosen topic or give the student the chance of writing on something he wishes to write. These labs will also give the teacher time to discuss the student's progress on a one-to-one basis.

4. Use the English Resource Center's writing books (examination texts, college texts, etc.) for outside reading in their chosen major. Have one outside reading per week wherein the student will choose a chapter or a unit from a book and demonstrate what he learned via a summary and a piece of creative writing.

5. Field trips can be taken to spots for specific topics for class writing.

6. The use of highly creative short films as "Ski the Outer Limits", "The Red Balloon", and "Clay" (Brandon Films) can be shown for subject ideas and for the impromtu. In the past "Creative Writing" classes were invited to view some of these movies for the "Let's Create" class.

7. Have the students send manuscripts to various magazines, writing contests, publishing houses or the Press Gazette's "Open Page" to try to get their writing published.

8. Preview and make assignments from the following cassette tapes located in the English Resource Center:
   a. "How to Write"
   b. "Prose-Fiction and Essay"

14A. THE PLAY'S THE THING

General Objectives

1. The students will discuss the unique qualities of the drama in relation to the other literary genres. III

2. The students will read and discuss representative dramas from the major eras of dramatic literature. III

3. The students will compare and contrast the major dramatic periods in relationship to the representative drama of the period. VI

4. Analysis of the dramas will be made using the following criteria:
   a. Theme
   b. Characterization
   c. Setting
   d. Type of drama - comedy, tragedy, etc. IV

5. The students will evaluate several of the major plays in terms of meaning and literary value. VI

6. The students will write on major original paper on one drama from any representative period in dramatic literature. V

Specific Objectives and Activities/Sources

1. Compare and contrast the dramatic form with the genres of: VI
   a. Fiction
   b. Nonfiction
   c. Poetry

2. Analyze one ancient Greek drama, studying it particulary for the following: IV
   a. Structure of the play
   b. Role of the Greek chorus
   c. Role of the actor
   d. Type of language used in the play
      ("Oedipus the King" by Sophocles)

3. Interpret one Shakespearean drama for consideration of the following: II
   a. Use of characterization
   b. Comic and tragic elements of the drama
   c. Use of plot and sub-plot
      ("Twelfth Night" by William Shakespeare)

4. Analyze one very contemporary play based on the following criteria: IV
   a. Form of the play
   b. Language employed
      ("The Investigation" by Peter Weiss)

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5. Read and discuss one absurd play for the following elements: III
   a. Use of visual symbols
   b. Humorous elements
   c. Subject material upon which the play is based
      "The Sandbox" - Edward Albee
      "The Apollo of Bellac" - Giraudeax

6. Evaluate several three-act plays for the following:
   a. Structure of the play
   b. Use of the major dramatic elements: plot, characterization, setting.
      "Three Sisters" - Chekhov
      "The Master Builder" - Ibsen
      "Mrs. Warren's Profession" - Shaw
      "Red Roses For Me" - O'Casey
      "All My Sons" - Miller

7. Discuss various American and International one-act plays considering the following points"
   a. Period of the play
   b. Characteristics of each period
   c. Style of each author
   d. Unique characteristics of each play
      "Thursday Evening" - Morley
      "Dust of the Road" - Goodman
      "The Undercurrent" - Ehlert
      "The Man Who Died at Twelve O'Clock - Green
      "Aria Da Capo"- Millay
      "The Lottery" - Jackson
      "Red Carnations" - Hughes
      "Feathertop" - Hawthorne
      "Sorry, Wrong Number" - Fletcher
      "The Still Alarm" - Kaufman
      "Trifles" - Glaspell
      "The Trysting Place" - Tarkington
      "The Neighbors" - Gale
      "Impromptu" - Mosel
      "The Devil and Daniel Webster" - Benet
      "The Ugly Duckling" - Milne
      "Love of One's Neighbor" - Andreyev
      "The Proposal" - Chekhov
      "Trial by Jury" - Gilbert
      "The Warrior's Barrow" - Ibsen
      "The Love of Don Perlimlin and Belisa in the Garden"- Lorea
      "Interior" - Maeterlinck
      "Sunday Costs Five Pesos" - Niggli
      "The Man With the Heart in the Highlands" - Soroyan
      "The Man of Destiny" - Shaw
      "Motherlove" - Strindberg
      "Riders to the Sea" - Synge
      "Cavalleria Rusticana" - Verga
      "The Long Christmas Dinner" - Wilder
      "The Tenor" - Wedekind

Suggested Activities

1. The students will make several field trips to various universities or high schools for the purpose of viewing productions upon the stage.

2. The students will write several analysis of one-act plays, one perhaps in the form of a term paper.

3. The students will gain some practical knowledge in the theatre by practicing and presenting short one-act plays or excerpts from three-act plays.

4. The students will practice and contrast the interpretation of various characters from dramatic pieces.

Texts Used

Oedipus the King - Sophocles (paperback)
The Investigation - Weiss (paperback)
15 American One-Act Plays (paperback)
Six Great Modern Plays (paperback)
The Literature of America (volume 4)

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15A. HAVE BOOKS, WILL READ

General Objectives

1. Analyze selected literary devices that are contained in a novel while reading novels. IV

2. Write compostions that demonstrate the effectiveness of the student's comprehension, application, and explication of each literary device studied. V

3. Evaluate a selected novel in terms of its effectiveness in relation to the literary devices studied in class. VI

Specific Objectives and Activities/Sources

1. Analyze the author's use of characterization in: IV
   a. For Whom the Bell Tolls
   b. Brave New World

2. Analyze the author's use of imagery (description, simile, metaphor, parallelism, and contrast) in: IV
   a. Giants in the Earth
   b. Gone With the Wind

3. Analyze the author's use of symbolism and theme and/or the author's ideas presented in: IV
   a. The Stranger
   b. Sister Carrie

4. As demonstrations of the student's learning, he will write a composition on the specific literary device taught for that particular novel. V

5. Create a written evaluation on one of the following in terms of its effectiveness in relation to the literary devices studied in class.
   a. The Octopus
   b. The Scarlet Letter

Suggested Activities

1. There are approximately eight handout sheets in the files from general information (methods of characterization) to how to write themes of character analysis, imagery, ideas, and evaluation.

2. It is worthwhile to vary the methodology (read - discuss - write) and one possibility is to have student discussions on chapters that were assigned to be read for that day.

3. Individual reports could be presented on:
   a. The author - his life and works
   b. Scholarly criticism about one of the class novels read.
   c. A particular literary device not covered in class.
   d. Scholarly writing found in texts in the English Resource Center, or from inter-library loan.

4. Oral tests or possibly oral "comprehensives" (at the conclusion of the course) could be given.

16A. LITERARY "SHORTS"

General Objectives

1. The students will gain an appreciation of the artistic literary devices that can be used in the creation of short stories and poems. III

2. Analyze orally or in written form, the literary devices that can be used in the short story and poetry. IV

3. Using the student's knowledge of selected literary devices, have the student compose a poem. V

4. Evaluate, in writing, an author's use of the literary devices studied in a selected work. VI

Specific Objectives and Activities/Sources

1. Analyze form in selected works: IV
   a. Structure of work
   b. Verse form
   c. Rhythm

   Poetry
   Spoon River Anthology - Edgar Lee Masters
   "I Hear America Singing" - Walt Whitman
   "Home Burial" - Robert Frost
   Any works of Lawrence Ferlinghetti
   E. E. Cummings
   One English sonnet
   One Italian sonnet

   Short stories
   "The Enemy" - Pearl Buck
   "He" - Katherine Anne Porter
   "The Use of Force" - William Carlos Williams
   "The Open Window" - Saki (H. H. Munro)

2. Discuss imagery as found in the following poems and short stories: III
   a. Metaphor
   b. Simile
   c. Personification
   d. Parallelism/Contrast
   e. Sounds
   f. Allusions
   g. Language used in the work.

   Poetry
   Any poems of Emily Dickinson
   "Hymn to the Night" - Henry Wadsworth Longfellow
   "The First Snow Fall" - James Russell Lowell
   "Patterns" - Amy Lowell
   "Kubla Khan" - Samuel Taylor Coleridge

Short stories
"A Rose for Emily" - William Faulkner
"The Wonderful Ice Cream Suit" - Ray Bradbury
"The Love Kick" - William Saroyan

3. Analyze the use of mood and tone in selected works. IV
Definition of:
Mood - atmosphere created in the poem
Tone - poet's attitude in the poem

Poetry
"Thanatopsis" - William Cullen Bryant
"The Unknown Citizen" - W. H. Auden
"Contentment" - Oliver Wendell Holmes

Short stories
"La Grande Breteche - Honore de Balzac
"Marriage a la Mode" - Katherine Mansfield
"Winter Dreams" - F. Scott Fitzgerald
"Torch Song" - John Cheever
"A Christmas Memory" - Truman Capote
"The Chrysanthemums" - Thomas Wolfe

4. Evaluate the use of symbolism and theme in the following works: VI Placement of theme.

Poetry
"The Eve of St. Agnes" - John Keats
"Crossing the Bar" - Alfred, Lord Tennyson

Short stories
"The Birthmark" - Nathaniel Hawthorne
"The Fly" - Katherine Mansfield
"Xingu" - Edith Wharton
"Impulse" - Conrad Aiken

5. Analyze the meaning of selected works of poetry and short stories. IV (Meaning - the synthesis of previously stated literary devices plus the reader's experience).

Poetry
"View of a Pig" - Ted Hughes
"Life is Beautiful" - Lawrence Ferlinghetti

Short stories
"Noon Wine" - Katherine Anne Porter (a novelette)
"Paul's Case" - Willa Cather
"A Number of the Poor" - William Saroyan

Suggested Activities

1. The students will attempt, after careful study of the form, to write different types of poetry, such as the haiku, limericks, and/or sonnets. (For publication, if possible, in The Pulaski News).

2. The students will present group discussions on the meaning and intent of certain controversial poetry of poets such as Lawrence Ferlinghetti.

3. The students will be encouraged to bring in poetry or short stories which they deem valuable for class perusal and discussion.

4. After reading various short stories written by different authors, the students will attempt to compose a plot for their own short story, and write it as a major project.

5. The students will do some outside reading of short stories for panel discussion in the classroom.

17. BUSINESS ENGLISH

General Objectives

1. Discuss the forms of communication and the importance of each. III

2. Develop an extensive vocabulary. V

3. Develop good listening habits. V

4. Apply the principles of grammar to both speaking and writing. III

5. Develop skill in using punctuation, capitalization, abbreviations, and figures. V

6. Produce writing that is clear, concise, and easily interpreted. V

Specific Objectives and Activities/Sources

1. Words Work For You
   Discuss the following: III
   a. What is a good vocabulary?
   b. Vocabulary in social life.
   c. How to improve your vocabulary.
   d. How our vocabulary changes.

2. Listening as a Communication Art
   Analyze the following: IV
   a. The importance of listening.
   b. How to be a good listener.

3. Reading as a Communication Art
   Develop skill in the following: V
   a. Reading speed
   b. Reading comprehension

4. The Framework of Effective Communication
   a. Understand the following units of grammar and how to use each one effectively. II
      1. Verbs
      2. Nouns/pronouns
      3. Adjectives
      4. Adverbs
      5. Propositions
      6. Conjunctions
   b. Apply the learned knowledge of grammar by constructing complete, organized sentences. III

5. Punctuation, Capitalization, Abbreviations and Figures.
   Know how to use the following effectively in writing. I

a. Periods
b. Question and exclamation marks
c. Semicolons, colons, dashes
d. Commas
e. Quotation marks
f. Parenthesis and apostrophes
g. Capital letters
h. Abbreviations
i. Figures

6. Writing Craftsmanship
Demonstrate the ability to do the following in writing. III
a. Be explicit
b. Be polished
c. Achieve variety in word usage.

7. The Art of Communicating in Business
Develop skill in the following: V
a. Using psychology in business letters.
b. Writing the various types of business, public relations and social-business letters.

8. Memorandums, Reports and Other Written Communication.
Produce the following written material: V
a. Memorandums
b. Business and formal reports
c. Telegrams, minutes and news releases.

9. The Art of Effective Speaking
Develop skill in the following: V
a. Using a flexible voice.
b. Enunciation and pronunciation
c. Meeting the public
d. Interviewing
e. Participating in conferences and meetings
f. Giving a talk

Suggested Activities

1. Writing letters and reports.

2. Group interviews

3. Giving short talks.

4. Conversation on telephone

Texts used

Business English and Communication- Stewart, Lanham, Zimmer
3rd edition,
Workbooks with texts.

18. WHAT YOU HAVE TO KNOW ABOUT GRAMMAR
An Independent Learning Project

General Objectives

1. Identify what the student knows about specific grammar skills. I

2. Identify what the student does not know about specific grammar skills. I

3. Satisfactorily demonstrate the student's application of his new knowledge about specific grammar skills. III

Course Procedure

After the student has voluntarily chosen the course, the teacher in charge will give a pretest (see test booklet) to determine what the student knows and does not know about specific grammar skills. A conference will then be held to discuss the pretest results and to plant what chapters (from English 2600, Joseph C. Blumenthal, Harcourt, Brace and World, 1969) the student will independently complete. The student will study the chapters agreed upon from the programmed text (located in the English Resource Center) and take the appropriate tests. The student can meet with the teacher and ask him questions on the particular skill the student is studying. After the student completes the work and tests satisfactorily, he will be given a final test (see final test in test booklet) to determine if he can generally apply his newly-gained knowledge and receive credit for his work.

Specific Objectives and Activities/Sources

The following is a list of specific grammar skills found in English 2600. The student will work only in the areas of his weakness.

1. Complete the work for the following specific grammar skills:
   a. Unit 1
      The Verb and Its Subject
   b. Unit 2
      Patterns of the Simple Sentence
   c. Unit 3
      The Work of Modifiers
   d. Unit 4
      Building Better Sentences
   e. Unit 5
      Understanding the Sentence Unit
   f. Unit 6
      Using Verbs Correctly
   g. Unit 7
      Agreement of Subject and Verb

h. Unit 8
   Choosing the Right Modifier
i. Unit 9
   Using Pronouns Correctly
j. Unit 10
   How to Use Capitals
k. Unit 11
   Learning to Use Commas
l. Unit 12
   Apostrophes and Quotation Marks

2. Demonstrate the student's application of the previously stated grammar skills by giving the appropriate tests for each chapter. III

19A. YOU NEED GRAMMAR TO SURVIVE IN HIGHER EDUCATION
An Independent Learning Project

General Objectives

1. Identify what the student knows about specific grammar skills. I

2. Identify what the student does not know about specific grammar skills. I

3. Satisfactorily demonstrate the student's application of his new knowledge about specific grammar skills. III

Course Procedure

After the student has voluntarily chosen the course, the teacher in charge will give a pretest (see test booklet) to determine what the student knows and does not know about specific grammar skills. A conference will then be held to discuss the pretest results and to plan what chapters (from English 3200, Joseph C. Blumenthal, Harcourt, Brace and World, 1969) the student will independently complete. The student will study the chapters agreed upon from the programmed text (located in the English Resource Center) and take the appropriate tests. The student can meet with the teacher and ask him questions on the particular skill the student is studying. After the student completes the work and tests satisfactorily, he will be given a final test (see final test in test booklet) to determine if he can generally apply his newly gained knowledge and receive credit for his work.

Specific Objectives and Activities/Sources

The following is a list of specific grammar skills found in English 3200. The student will work only in the areas of his weakness.

1. Complete the work for the following specific grammar skills:
   a. Unit 1
      Patterns of the Simple Sentence
   b. Unit 2
      The Process of Compounding
   c. Unit 3
      The Complex Sentence to Show Relationship
   d. Unit 4
      Other Devices of Subordination
   e. Unit 5
      Achieving Sentence Variety
   f. Unit 6
      Recognizing the Sentence Unit
   g. Unit 7
      The Smooth-Running Sentence

h. Unit 8
   Making Subject and Verb Agree
i. Unit 9
   Solving Your Verb Problems
j. Unit 10
   Using Adverbs and Adjectives
k. Unit 11
   Solving Your Pronoun Problems
l. Unit 12
   Skill with Graphics

2. Demonstrate the student's application of the previously stated grammar skills by giving the appropriate tests for each chapter. III

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20A. FROM BEOWULF TO GRAHAM GREENE

General Objectives

Recognizing that this is a survey course for college preparation, the student will -

1. Identify the major periods, authors, and literary pieces of English literature. I
2. For each literary period, discuss the significance of each major author and his writings according to the culture, history, and heritage of that period. IV
3. Write a lengthy essay on one major novel and novelist of any given literary period. V
4. Compare and contrast through discussion and/or original writing the major periods, authors, and literary pieces and the progressive development of each genre. VI

Specific Objectives and Activities/Sources

1. Anglo-Saxon Period
   a. Students should understand the following:
      1. The epic form in literature
      2. Figures of speech (alliteration, Rennings)
      3. Pagan and Christian symbols. II
      (Beowulf)

2. Medieval England
   a. Students should understand Chaucer's role in establishing the dialect of the 14th Century London as the basis for modern English. II
   b. Students should understand the verse forms used, particularly the couplet in iambic pentameter. II
   c. Analysis of Chaucer's use of satire and irony in depicting the evils of society in his day. IV
   d. Evaluation of the universal human qualities of the Canterbury pilgrims. VI
   (Chaucer)

3. The Elizabethan Age
   a. Discuss the dominant figures in Shakespeare's era: Queen Elizabeth, Raleigh, Marlowe and Johnson. III
   b. Through discussion, students should develop a clear idea of the nature of the Elizabethan theater and of Shakespeare as an actor, playwright, and shareholder in the theater. III
   c. Students should differentiate between Shakespearean and Petrarchan sonnets. III

d. Analysis of one major Shakespearean tragedy for content, characterization, symbolism, and meaning. IV
e. Evaluation of one major Shakespearean tragedy as a work of representative drama of the period. VI
(William Shakespeare)

4. The Seventeenth Century
   a. Students should be able to differentiate between the characteristics and writings of the Cavalier as opposed to the Puritan writers. IV
   b. Students should analyze the importance of allusion in Milton's writings. IV
   c. Students should understand the forms of the pastoral elegy, the epic poem and Greek drama as used in the poetry. II
   (Milton, Herrick, Suckling, Lovelace, Waller, Pepys)

5. The Eighteenth Century
   a. Students will analyze specific examples of satire from "A Modest Proposal". IV
   b. Identification of tragic and comic elements in "Gulliver's Travels". I
   c. Evaluation of the Eighteenth Century as the great age of satire. VI
   (Swift, Pope)

6. The Triumph of the Romantic Period
   a. Students will evaluate each selected poem in reference to the six characteristics of the period. VI
   b. Discuss how the politics of England, the Lake Country, and familial relationships influenced Romantic writings. III
   c. Analysis of the Petrarchan sonnet. IV
   d. Discussion of symbolism and mysticism as applied to the poetry. III
   (Wordsworth, Coleridge, Keats, Shelley, Byron)

7. The Victorian Age
   a. Discuss the following in relation to the poetry:
      1. Use of classical myth.
      2. Ninteenth Century conflict between science and religion.
      3. The struggle for a solution for doubts in faith and love.
      4. The belief in the Victorian ideal of progress.
      5. Metrical patterns, melody, and ornamental style of the poetry. III

8. Twentieth Century English Literature
   a. Short story. The students will discuss, through selected reading, the importance of the following authors and their works:
      1. Graham Greene
      2. James Joyce

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3. Katherine Mansfield
4. H. H. Munro (Saki)
5. W. Somerset Maugham
6. John Galsworthy III

b. Poetry - Discussion, through selected reading, on the importance of the following authors and their works:
1. William Butler Yeats
2. John Masefield
3. Alfred Noyes
4. T. S. Eliot
5. Dylan Thomas III

c. Drama - Students will read and discuss "Pygmalion" by George Bernard Shaw. III

d. Non-fiction - The students will discuss, through selected reading, the importance of the following authors and their works.
1. Aldous Huxley
2. Winston Churchill
3. Virginia Woolf
4. Dylan Thomas III

Suggested Activities

1. Text - England in Literature (Scott Foresman and Company)

2. Movie - "Macbeth"

3. Records - "Old and Middle English Readings of Selected Works"

4. Panel Discussions

5. Research Paper - the English Novel.

Novels

Vanity Fair - William Makepeace Thackery
The Return of the Native - Thomas Hardy
Gulliver's Travels - Jonathan Swift
Ivanhoe - Sir Walter Scott
Great Expectations - Charles Dickens
Pride and Prejudice - Jane Austen
Kidnapped - Robert Louis Stevenson
Jane Eyre - Charlotte Bronte
The Tragedy of Doctor Faustus - Christopher Marlowe
Robinson Crusoe - Daniel DeFoe
The Canterbury Tales - Geoffrey Chaucer
Emma - Jane Austen
A Tale of Two Cities - Charles Dickens
Adam Bede - George Eliot
She Stoops to Conquer - Oliver Goldsmith
The School For Scandal - Richard Brinsley Sheridan
Great English Short Stories
Plays by George Bernard Shaw
Lord Jim - Joseph Conrad
Five Plays by Oscar Wilde
Tess of the D'Urbervilles - Thomas Hardy
Alice in Wonderland - Lewis Carroll

21A. EXPOSITORY WRITING - WRITING THAT COLLEGE DEMANDS

General Objectives

1. Analyze the topic selection, structure, and organization of selected essays. IV

2. Analyze effective figures of speech in selected essays. IV

3. Demonstrate the student's ability to use effective figures of speech by including them in his writing. III

4. Develop effective paragraphs using the various techniques of paragraph development.

5. Understand the major stylistic devices an author can use. II

6. Use the major stylistic devices in his writing. IV

7. Compose a "perfect" essay from what the student has learned. V

8. Have the students evaluate the "perfect" essays of the class. VI

Specific Objectives and Activities/Sources

1. Explain the following items of topic selection, structure, and organization of an essay.
   a. Choosing a topic
   b. Limiting the topic
   c. The controlling idea
   d. The position of arguments
   e. The introduction, body and conclusion II
   The Effective Theme, Stegner, Sauer and Hach, Holt, Rinehart and Winston, 1967. Chapter 1 and 2. (40 copies)
   The Lively Art of Writing, L. V. Payne, Follet Publishing Co., 1965, Chapter 1 - 4 (24 copies)

2. Analyze the previously stated items of topic selection, structure and organization of selected essays. IV
   The Effective Theme
   Selected essays from magazines, newspaper editorials and scholarly literary essays.

3. Analyze the following figures of speech in essays:
   a. Simile
   b. Metaphor
   c. Parallelism
   d. Contrast
   e. Irony
   f. Allusion IV

The Lively Art of Writing
Writing: Unit Lessons in Composition, Don Brown, et al
Ginn and Co., 1964. (80 copies

4. Demonstrate the student's ability to use the stated figures of speech by including them in his writing. III

5. Understand the following techniques of paragraph development:
   a. Topic sentence
   b. Transitions
   c. The paragraph of enumeration
   d. The paragraph of analogy
   e. The chronological paragraph
   f. The logical paragraph II
   The Effective Theme Chapter 4
   The Lively Art of Writing Chapter 6 and 7

6. Write effective paragraphs using the previously state techniques of paragraph development. V

7. Understand the following major stylistic devices an author can use:
   a. Writing for an audience
   b. Points of view
   c. Tone
   d. The rhythm of words
   e. The sounds of words
   f. Jargon II
   Diction and Style in Writing, Richard Altick
   Holt, Rinehart and Winston, 1967 (55 copies)
   Writing: Unit Lessons in Composition

8. Use the above stated stylistic devices in the student's writing. IV

9. Compose a "perfect" essay from what the student has learned. V

10. Have students evaluate (orally or in written form) a number of "perfect" essays by their classmates. VI

Suggested Activities

1. Use the overhead projector to show examples of writing.

2. Have the students take part in the evaluation of the class' written exercises.

3. Have a "before" learning and "after" learning written essay to demonstrate their increased writing skill.

4. Have weekly outside reading from the chapters of the texts that will not be covered in class. The student could summarize what he read and write exemplifying what he learned.

5. Use the following record and cassette sets (located in the English Resource Center) for weekly listening or in conjunction with class activities.
   a. "Creative Writing" (record)
   b. "How to Write" (cassette set of 16)
   c. "Prose-Fiction and Essay" (cassette set of 10)

6. Have writing lab days on specific writing areas. This device affords time to work on a one-to-one basis with students.

22A. AMERICAN LITERATURE - 1607 TO THE PRESENT

General Objectives

1. Demonstrate the student's ability to perceive the relationship of intellectual, cultural, historical and social implications in the standard American literary periods in the genres of fiction and/or poetry. IV

2. Analyze the philosophical aspects of selected essays and scholarly criticism for their applicability to the period in which they were written and to today. IV

3. Analyze the literary devices unique to the genre of the drama, and philosophical themes pertinent to selected plays. IV

4. Write a paper concerning a particular author and his writing to show the relationship between his writing and the characteristics of the literary period in which he lived. V

5. Choose an author and evaluate, either orally or in written form, his literary contributions to American literature. VI

Specific Objectives and Activities/Sources

1. Fiction
   Demonstrate the student's ability to perceive the relationship of intellectual, cultural, historical and social implications in the standard American literary periods in the genre of fiction from these authors.
   a. Colonial Literature
      1. Jonathan Edwards
      2. William Byrd

   b. The Rise of Nationalistic Literature
      1. Washington Irving
      2. James Fenimore Cooper

   c. The Romantic Period
      1. Edgar Allan Poe
      2. Nathaniel Hawthorne

   d. The Regionalistic Period
      1. Bret Harte
      2. Mark Twain

   e. The Growth of Realistic Literature
      1. Hamlin Garland
      2. Stephen Crane
      3. Jack London

f. The Influence of Imigrants on American Literature
   1. O. Henry
   2. Willa Cather
   3. Sherwood Anderson
   4. F. Scott Fitzgerald

g. The Modern Viewpoint
   1. Eudora Welty
   2. Truman Capote
   3. Shirley Jackson
   4. Ernest Hemingway
   5. William Faulkner

2. Poetry
Demonstrate the student's ability to perceive the relationship of intellectual, cultural, historical and social implications in the standard American literary periods in the genre of poetry. IV

a. Colonial Period - The Rise of a National Poetry
   1. William Cullen Bryant
   2. Ralph Waldo Emerson
   3. Henry Wadsworth Longfellow
   4. John Greenleaf Whittier
   5. Oliver Wendell Holmes
   6. James Russell Lowell

b. American Poetry Comes of Age
   Selected works of:
   1. Edgar Allan Poe
   2. Walt Whitman
   3. Emily Dickinson
   4. Stephen Crane

c. The American Poetic Renaissence
   Selected works of:
   1. Vachel Lindsay
   2. Edgar Lee Masters
   3. Carl Sandburg
   4. Amy Lowell

d. The Modern Traditionalists
   Selected works of:
   1. Edwin Arlington Robinson
   2. Edna St. Vincent Millay
   3. Robert Frost

e. Experimenters With Form and Language
   Selected works of:
   1. Ezra Pound
   2. Wallace Stevens
   3. William Carlos Williams
   4. E. E. Cummings
   5. W. H. Auden
   6. Ogden Nash

f. Contemporary Voices
   Selected works of:
   1. Lawrence Ferlinghetti

3. Nonfiction
   Analyze the philosophical aspects of nonfiction (selected essays and scholarly criticism) for applicability to the period in which it was written and to today. IV
   a. Ralph Waldo Emerson - "Self-Reliance"
   b. Henry David Thoreau - "From Walden"
   c. William Faulkner - "An Interview with William Faulkner"

4. Drama
   Analyze the literary devices unique to the genre of the drama, and philosophical themes pertinent to
   a. Literary devices
      1. Theme
      2. Characterization
      3. Plot structure
      4. Setting
      5. Dialogue

   b. Division of drama
      1. Tragedy
      2. Comedy
      3. Melodrama
      4. Farce
      5. History play
      6. Theater of the absurd

   c. "The Matchmaker" - Thornton Wilder
      "Barefoot in Athens" - Maxwell Anderson
      "The Glass Menagerie" - Tennessee Williams
      "The Sandbox" - Edward Albee

Suggested Activities

1. Panel discussion on the stylistic characteristics of one major fictional (short story) writer.

2. Choral reading of various poetic readings, particularly the works of Vachel Linday and Lawrence Ferlinghetti.

3. Interpretation and characterization of an absurdist play by various class groups.

4. Emphasize composition - (analytical, expository, or evaluatory) concerning an American author and his contributions to the period in which he wrote and to American literature in general. (May be assigned as a term paper).

23A. THE TECHNIQUES OF STAGE PRODUCTION AND PERFORMANCE

General Objectives

1. Analyze the dramatic art form of speech communication. IV
2. Develop an appreciation for drama and dramatic production. V
3. Demonstrate the ability to critically listen and analyze theater presentations. III
4. Organize and think creatively, logically and critically. IV
5. Accomplish common goals efficiently and cooperatively. III
6. Develop confidence and poise when working before audiences. V
7. Discuss theater as a place to obtain a broader background in science, social science, and the language of arts. III
8. Initiate an able development in various stagecrafts. III

Specific Objectives and Activities/Sources

1. Develop perception of human behavior through initiating skill in the observation of people. V
2. Follow directions using stage vocabulary. I
3. Recognize drama as a representation of actual experience. II
4. Express, in a discussion, one's ideas on periodicals and cassettes related to dramatics. III
5. Write short plays for performance. V
6. Select and memorize a role (for presentation) V
7. Form generalizations as to the proper techniques of stage movement. IV
8. Evaluate dramatic productions. VI
9. Participate in the growth of a play throughout the rehearsal period. III
10. Organize and supervise small groups. IV
11. Develop an understanding of the maintenance of stage equipment. V
12. Design scenery for theater use. V
13. Demonstrate available lighting equipment. III

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14. Produce sound effects imaginatively. V

15. Develop an appreciation of the importance and function of costumes. V

16. Apply make-up for both straight and character roles. III

17. Evaluate, through writing, the development of one's own progress throughout the course. VI

Suggested Activities

1. Keep a log of the identifying characteristics of a friend.
   a. Description of posture
   b. Facial and hand gestures
   c. Observable reactions to specific situations

2. Discuss the relationships of drama to life situations (group work).

3. In buzz groups, select a story or poem and discuss theme, characterization and plot together - later report on findings to the class.

5. Play music and have students move as the music motivates them.

6. Present a memorized monologue

7. Present scenes before the class.

8. View televised plays and anlyze production.

9. Bring inanimate objects to be used in improvisations.

10. Attend a play as a class. Analyze literary quality, suitability, direction, characterization, technical aspects, and overall effect.

11. Rehearse a one-act play under student direction.

12. Present a night or two of one-act plays for audience enjoyment.

13. Assemble pictures that would be useful in designing the set for a project play.

14. View short films on acting and set design.

15. Design light and sound plots for a project play.

16. Collect pictures of costumes appropriate for a project play.

17. Construct flats for a project play.

Text Used

Play Production in the High School - Beck, Buys, Fleischhacker, Grandstaff and Sill